

THE SCHOOL JOURNAL

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THE SCHOOL JOURNAL

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Educational Contrasts. II.

Autobiographical Sketches by an English Grandfather in America.

By Charles Quincy Turner, New York.

My next move was to a real academy, kept by a man who had a pretty good reputation among the farmers in our neighborhood, many of whom he had taught land surveying in their youth, and I think that was all the skill he had. He was thick set, purple faced, wore a swallow-tailed coat, and a white choker or stock, wound three or four times round his neck, and tied in front so tight as really to justify its name "choker," for he always looked half strangled by it. He had absolutely no educational qualifications and what books we learned out of largely depended upon what he could pick up for a few pennies at a peddler's second hand stall in the weekly market and sell again to us at a 500 per cent. profit. When he got them he was a thoro drill master, yet strange to say, for a schoolmaster of that period, he was not unduly addicted to severe corporal punishment. His nearest approach to torture was to take hold of a good clutch of hair on the nape of a pupil's neck, and pretty well lift him off his seat by it. Occasionally he had one monitor, but mostly he worked the school of 40 day scholars and a score or 50 of boarders, alone. His school-room was a large, high, old barn on the ground floor, with windows all round, and one fireplace at one end, holding about two quarts of cinders (brought over from his house), and that was all the heat there was. O! the agonies of cold we poor little shivers suffered. It was criminal. Is there any wonder that chilblains, on both hands and feet, were universal, and often serious? His routine was for each pupil to repeat and repeat tables of multiplication, and weights and measures, until they were clinched into the memory with hooks of steel, and to make strokes, and pothooks, and pothooks and strokes until you were sick of them, before you were allowed to form a letter. What a labor he made of the mechanical foundations of knowledge. He had two fads, one good, one bad, both of them the accidental results of that second hand book stall; the good one was a dose of etymology, the origin of words, every day; the bad one was an equal dose of heathen mythology, some of it none too delicate. In English history Goldsmith was his limit, and he did not know any more about it than his pupils. When I left him I was fourteen years old, and had at command, beyond what I have mentioned, a facile knowledge of arithmetic up to fractions and decimals, but as that was my bent he could not prevent that. My knowledge on other subjects had been largely acquired in a public Free Library, which had been opened two years previously, in which I was an omniverous reader.

Then came the great mistake. A wasted two years just as I was to have the pinnacle placed upon my education by a knowledge of the classics.

The only place available for that purpose within 50 miles was an old Endowed Grammar School, which had been in existence some two centuries and a half, for the free teaching of Latin and Greek, in which school there had then lately been a little English permitted, if you paid for it. There were about 150 pupils, and three masters, all clergymen, but no other teachers. The two classical masters took 75 pupils each, and the English master the whole 150. Marks earned in class recitals for Latin and Greek, counted for promotion, but no reward followed proficiency in English. The whole school assembled in one hall, without any subdivisions whatever, and the whole system centered in the head master. He was the school, responsible to no one, absolute king, for at that time there were no trustees, no governing body, nothing but the founder's will, "Teach Latin and Greek," and the head master solely to interpret what that meant, and what that meant in my days was pandemonium and corporal punishment. One of the principal contributing causes was the way the desks were built, they were so high that, by slightly stooping, every boy could go all over the school without any of the masters being able to see him; and they did. It was just a beehive of industrious mischief makers, wholly demoralized, in which study or attention was out of the question. Everything tended to help it to be so, the three masters were occupied with 15 boys each all the time, and the other 105 were playing every prank under the sun. Every now and then some extra bold or flagrant event would bring a momentary silence, quite startling in its contrast. Noise or not, one thing never stopped, and that was punishment. Every master indulged in it everlastingly, but the headmaster was demoniacal. He must have come up from the original founding of the school, so old and wrinkled was he, and the oldest man in the town declared he was there when they were boys. Long experience had made him peerless in inflicting pain. He seemed by instinct to divine what organ in every boy was the most sensitive. His favorite weapon was a specially selected thick, flexible, Malacca cane, and his favorite point of attack was to switch it across the naked hand and thumb, with a ferocity and punishing power incredible, not once, but over and over again. I often wondered why some of the elder boys did not strangle him, for, exasperatingly enough, he was so blind, and irritable, that his punishment more often than not fell on the wrong boy, or for reasons that were perfectly childish. They paid him off in other ways, for there was warfare never ending, and practical tricks, jokes the boys called them, and diversions and annoyances without limit. I had two years of it, and was supposed to have done very well, for I was at the top of my

class each year, and had got as far in Latin as Ovid, and in Greek as the Testament; but it was all trickery, due to the system of keeping the little boys at the bottom of the class whilst the bigger boys at the top began the translations of lines which were completed before it came to my turn, and then began, over again, and I had a splendid natural memory. There was not an hour of paper work, or composition, or individual effort, it was all class recitals of the Eton Latin grammar "*propria que maribus*" &c, &c, and Caesar's Commentaries &c, and the Greek articles &c, without a ray of enlightenment, or even an attempt at it, except thru the cane! I never learned the slightest thing there in two years, but civility and the wonderful ways that boys' capacities can be frittered away by ignorant, cruel, irresponsible, and incapable pedagogs.

Times have changed since then, I am told, even there. What the exact conditions in England are to-day I know not. I do know however, that so well informed and generous minded man, as the Rev. D. Rainsford, Rector of St. Georges, New York, returned last year from there (where he was educated) after his first visit in twenty years, and that he publicly asserted he was saddened by the contemplation of them.

Now, having enumerated the evils educational from which I suffered as an English child, let me emphasize a phase of American education which is very much overlooked, and that is the immeasurable benefit its system is to parents. I have indicated that my parents' selections of schools was in no way their fault, it was "Hobson's choice," those or none; but here in America I have been sure that every child and grandchild, I have entrusted to it, would, from its first day onward, pass into the care of women and men trained to teach; experienced in their vocation and enthusiastic in the discharge of their duties. In the next place the system relies on moral suasion, and parents have no apprehension lest they have consigned their children to persecution and brutal cruelty. Then they know that, from the start, every child will be systematically taught and examined, that his progress will be proportionate to his abilities, be consecutive in the subjects taught, with no lapses, no overlapping, no substitution of other methods, no conflicting systems, and no breaks necessitating entirely new beginnings. Further, they have the assurance that the physical surroundings will be such as to ensure comfort and good health, and that when graduation comes, be it at the end of the ordinary school period, or at high school or grammar, or normal, or college, every faculty will have been uniformly educated to produce the best results of which it is capable. There will not be uniformity, that is beyond possibility. Every human mind differs in capacity from every other. All that can be secured is the best results from given material.

To both parents and pupils the American educational system is a priceless blessing, which my contrasts may help to emphasize.

THE SCHOOL JOURNAL

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English for High Schools

UNIFORM COLLEGE ENTRANCE REQUIREMENTS FOR THE YEARS 1909, 1910, 1911.

NOTE.—No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom, or division into paragraphs.

(a) READING AND PRACTICE.—A certain number of books will be recommended for reading, 10 of which, selected as prescribed below, are to be offered for examination. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps 10 or 15—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In every case knowledge of the book will be regarded as less important than the ability to write good English. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified to by his instructor, containing compositions or other written work done in connection with the reading of the books. In preparation for this part of the requirement's, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

1909, 1910, 1911

Group I (two to be selected). Shakspeare's "As you Like It," "Henry V.," "Julius Caesar," "The Merchant of Venice," "Twelfth Night."

Group II (one to be selected). Bacon's Essays; Bunyan's "The Pilgrim's Progress," part I; The Sir Roger de Coverley Papers in the "Spectator" Franklin's "Autobiography."

Group III (one to be selected). Chaucer's "Prologue;" Spenser's "Faerie Queene" (selections); Pope's "The Rape of the Lock;" Goldsmith's "The Deserted Village;" Palgrave's "Golden Treasury (first series), books II and III, with especial attention to Dryden, Collins, Gray, Cowper and Burns.

Group IV (two to be selected). Goldsmith's "The Vicar of Wakefield;" Scott's "Ivanhoe;" Scott's "Quentin Durward;" Hawthorne's "The House of the Seven Gables;" Thackeray's "Henry Esmond;" Mrs. Gaskell's "Cranford;" Dickens's "A Tale of Two Cities;" George Eliot's "Silas Marner;" Blackmore's "Lorna Doone."

Group V (two to be selected). Irving's "Sketch Book;" Lamb's "Essays of Elia;" De Quincey's "Joan of Arc" and "The English Mail Coach;" Carlyle's "Herod and Hero Worship;" Emerson's "Essays" (selected); Ruskin's "Sesame and Lillies."

Group VI (two to be selected). Coleridge's "The Ancient Mariner;" Scott's "The Lady of the Lake;" Byron's "Mazeppa and "The Prisoner of Chillon;" Palgrave's "Golden Treasury" (first series), book IV, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's "Lays of Ancient Rome;" Poe's Poems; Lowell's "The Vision of Sir Launfal;" Arnold's "Sohrab and Rustum;" Longfellow's "The Courtship of Miles Standish;" Tennyson's "Gareth and Lynette, Lancelot and Elaine," and "The Passing of Arthur;" Browning's "Cavalier Tunes," "The Lost Leader," "How they Brought the Good News from Ghent to Aix," "Evelyn Hope," "Home Thoughts from Abroad," "Home Thoughts from the Sea," "Incident from the Sea," "Incident of the French Camp," "The Boy and the Angel," "One Word More," "Herve Riel," "Pheidippides."

(b) STUDY AND PRACTICE.—This part of the examination presupposes the thoro study of each of the works named below. The examination will be upon subject-matter, form, and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books set for this part of the examination will be:

1909, 1910, 1911: Shakspeare's "Macbeth;" Milton's "Lycidas, Comus, L'allegro and El penseroso;" Burke's Speech on "Conciliation with America," or "Washington's Farewell Address" and "Webster's First Bunker Hill Oration;" Macaulay's "Life of Johnson," or Carlyle's "Essay on Burns."

(To be continued)

The Professional and Financial Side.

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GOOD ARGUMENTATION MATERIAL FROM THE ANNUAL REPORT BY SUPT. A. B. POLAND.

A few years ago it was possible to secure competent and experienced principals and teachers at almost any salary that might be offered. That time has passed. To-day, experienced and successful principals and teachers are everywhere in great demand. During the year not a few large cities including, it is said, Chicago and St. Louis, have found it necessary for the first time to advertise for principals and teachers. New York city, by reason of its rapid growth and still more rapid extension of public school facilities, has found it almost impossible to secure an adequate supply of trained and competent teachers. It would be interesting, if space permitted, to mention some of the causes that have contributed in recent years to this remarkable dearth in the supply of experienced and successful teachers; I say experienced add successful teachers, there is now, and doubtless ever will be, an over supply of those who are unsuccessful. Enough to say that the present dearth has come about by natural causes and is not likely to become less acute, but still more acute, in the future.

As an illustration of how difficult it is to secure competent principals for our schools, the board of examiners has held two examinations for principals' certificates during this year. At the first examination, held last August, there were sixteen (16) candidates only. This small number of candidates is of itself remarkable because your superintendent corresponded extensively during the early summer months with various colleges, training schools and other sources of supply in order to secure as large a number as possible of eligible candidates. It was stated that the salary to be paid to principals for the positions vacant would be from \$1,500 to \$1,800 according to experience. Several who inquired about the matter were told that they might reasonably expect promotion after a year or two into a higher salary grade having \$2,300 for its maximum; also that an opportunity would be offered to teach in the evening schools at a salary of \$3 or \$4 per evening, which would add \$200 to \$300 to the income above stated. As a result of all this correspondence and personal effort, as I have said, only sixteen (16) candidates appeared for examination in August.

Of this number only one was able to complete the examination and secure a license. Nor was the examination exceptionally difficult in any respect, as might be supposed considering the fact that so many failed to pass it. The board of examiners exacted no unusual requirements; it merely insisted that candidates should prove that they possessed the knowledge and ability that they would enable them to rank fairly with the best principals in our present corps. The result merely goes to show that it is practically impossible at this time to get any considerable number of capable and successful men to compete for principalships in this city at the salaries we offer. The one candidate who passed the examination and secured a certificate refused to come to Newark except for the maximum salary of \$2,300, and the assurance of employment in the evening schools. Several desirable men told me frankly that they were willing to make some sacrifice to come to New-

ark by reason of its exceptional opportunities for study, advancement, etc., but that they could not afford to do so at the salaries paid. The higher cost of living in Newark was urged as an objection to coming here by men who were receiving in other places a smaller salary than they would receive here. It was a noticeable fact also that scarcely any candidates came from the northern part of our own state, as might have been expected. The truth is that our neighbors pay about as well, and in not a few instances even higher salaries than are paid in Newark. To illustrate, the one successful candidate for a principal's certificate, who refused an appointment with us, was soon after appointed by the board of education of Bloomfield at a salary of \$2,500 per annum, that is, at a salary \$700 higher than our schedule salary for the first year and \$200 more than our maximum salary. Is it good business policy to deprive our schools of the best talent by paying salaries that do not attract the best principals to our city?

The success of a school system depends upon the capability and efficiency of its principals more than upon any other single cause or agency. A city may have an excellent board of education, a capable and efficient superintendent and staff, but if the principals of the schools are incompetent the system cannot be accounted a successful one. So trite and, indeed, so self evident is this truth that I should scarcely presume to repeat it were it not for the moral that I wish to point, which is, that we cannot hope to secure and to keep under present competitive conditions the best class of principals except by paying adequate salaries.

* * * * *

Since the requirements for a grade teacher's certificate are not nearly so high as the requirements for a principal's certificate, less difficulty has been experienced in securing grade teachers to fill the vacancies that have occurred during the year. I may say, however, that the superintendent has been compelled to correspond constantly, and the board of examiners to meet frequently, in order to find enough qualified candidates to fill the vacancies that have occurred.

Our salary schedule for grade teachers is not such as to attract experienced teachers in any considerable numbers. Nearly all the candidates to whom the board of examiners has granted certificates are young and inexperienced, recent graduates of normal schools. Just as the principals' salary schedule has failed to attract to our city the best teaching talent from the outside, so the grade teachers' schedule has likewise failed. I see no other course to pursue, if we hope to have the best attainable schools, than to raise the salaries of grade teachers to a proper competitive basis.

It will be observed that I have said nothing as to the inherent justice, equity, and righteousness of placing the salaries of our teachers, not merely on a living basis, but upon a basis that will enable them to live comfortably and happily, that is, on a scale commensurate with the social position we desire them to occupy as the teachers of our children. This argument appeals, I am sure, to every member of the board without exception. It has been stated, and restated, so often that I need not again repeat it. I beg, however, that the board will consider and give due weight to the economic argument above suggested.

Dr. Meleney's Visits to Disciplinary Institutions

St. Charles Home for Boys, near Chicago

Report to Committee on Special Schools by Associate Supt. C. E. MELENEY, of New York City.

During my visit to Chicago in the last week of May in company with Mr. Snyder, Superintendent of School Buildings and Mr. Green, architect, I visited the Chicago Parental School; the Hamilton School for boys and girls of all grades, from the kindergarten to the 8B; the Wendell Phillips High School opened last year and said to be the finest high school building in Chicago; the St. Charles Home for boys, forty miles west of Chicago; the Crane Manual Training School which has been in operation two years.

All the schools visited were examined from basement to roof in respect to architecture, construction, heating and ventilation, sanitation, material, conveniences, decoration, appliances, furniture, organization, and management. I also examined the course of study and witnessed classes at work.

The object of the visit being primarily a study of disciplinary institutions.

The St. Charles Home for Boys.

The above named institution is located at St. Charles, Illinois, forty miles west of Chicago. The grounds comprise about one thousand acres of fine farming land on two converging slopes with an intervening valley. The ground is well cultivated and laid out in fields, orchards, and gardens. The buildings are situated on the western slope and a broad street east and west separates the cottages, six in number. The school building is at the head of the street. The barns, dairy, hennery, and other farm buildings, and the central power house with which is connected the central kitchen and laundry are at the bottom of the hill at the east end of the street. The group of buildings is approached from the main road by a long drive. The permanent buildings are of red brick and terra cotta with red tile roofs. The barns and dairy are frame buildings to be replaced later on by brick structures.

The street is 145 feet wide, and three of the cottages face south and three face north. These cottages, 70 feet front by 96 feet in depth, are of two stories with a high basement all finished. The foundations are of concrete and limestone of rough faced range work construction. The walls are of Indiana pressed brick with terra cotta trimmings. All columns and beams are of steel. All interior finish is of natural oak with heavy veneered doors and first class hardware. The roofs are of the best quality of shingle tile made from ground shale and burned to match the color of the brick walls. All electric light wires are installed in iron conduits. The stairs are made of iron, and stand pipes and fire hose are provided on each floor. The heating is by steam and the lighting is by electricity supplied from a central heating and power plant.

In the basement is a play-room for use in rough weather and for changing shoes and clothing when going to or returning from the shops, barns, and fields; a bath room with a shower bath, foot bath and lavatory; a toilet room; a store room and a large drill room for squad and company training.

On the first floor are the family officer's quarters, the boy's sitting room, the dining room, the serving room, kitchen, pantry, scullery, etc. On the second floor are three dormitories for boys, toilet rooms, linen closet, servants' room, etc. Each cottage provides a commodious, convenient,

well ventilated, comfortable home for a family of forty boys with the house officers and servants.

Mr. Mundy, the architect of the Chicago Parental School, planned all the buildings. There are defects occasioned by the failure to profit by the experience and the advice of the teaching force. These buildings are finished in hard wood in natural color and are kept scrupulously clean by constant scrubbing, which is done by the boys.

The school building has a central tower, is two stories high, and is arranged for eight class rooms, a manual training shop for wood work, a drawing room and an assembly hall used also as a gymnasium.

There is a stable for twelve horses with hay loft and carriage and harness rooms. The cow barn has concrete floors, is well lighted and ventilated. The stall floors are not covered by planks, which is a serious fault. A large cylindrical aisle stands in the rear of the barn. The dairy is not yet completed, but is intended to be equipped with refrigerators for milk, butter, eggs, and meat, and with cooling apparatus. This building could be improved by modern appliances.

The central heating and power plant contains all necessary apparatus, and the laundry is well equipped with modern machinery. The bakery is in a temporary wooden building and is much too small and has one iron baker which is unsatisfactory—this is to be replaced by brick ovens when a new building is erected. The steam and water pipes from the heating plant to the other buildings are under ground and inaccessible. They are to be placed in a tunnel later. The food is carried by the boys in boxes from the kitchen to the cottages as the ground are in a rough condition unsuitable for a car or wagon. It is the intention to connect this plant with the cottages by means of a tunnel. This plan has been found necessary in all institutions of this kind.

The water supply system consists of a six inch pipe well drilled thru rock to a depth of 540 feet. The supply seems to be abundant and the water stands at a distance of thirty-five feet below the surface of the ground. From the power house the water is forced thru eight inch water pipes a distance of 1,800 feet into a 50,000 gallon steel tank, placed in a steel tower. This tower and tank are placed on a hill at an elevation sufficient to give ample pressure for fire protection, and fire hydrants are provided at suitable distance from all the buildings.

The course of study pursued in the school is the same as that of the Chicago public schools. Except in regard to the wood work it lacks essential industrial elements such as an institution of this kind requires. The agricultural and horticultural features of the institution are the distinguishing characteristics of the training of the boys. Each boy has a garden of his own about thirty yards square, in which he has a chance to study and develop vegetables and flowers under the instruction and direction of a skilled gardener. Almost all the farm work is done by the boys except the heavy work requiring machines and horse-power.

The establishment of the St. Charles Home for the state of Illinois and of the Chicago Parental School for the city of Chicago marks a new era in the history of the education and training of youthful delinquents in that great state. At last public spirited citizens and the responsible authorities have come to realize the baleful influences attending the incarceration of children guilty of minor offenses in institutions designed for criminals, which has stimulated the growth of crime and has

lacked the element of real reform. Such children have only begun the downward life in consequence of neglect by their parents. They have had no formative influence of an uplifting character. The streets of great cities are alive with boys who get little or no school training and who are beyond parental control and the influence of a good home. Every such child is tending towards idleness and crime, eventually to become a charge upon the community, a menace to society, and of no benefit to his family. The St. Charles Home is designed to provide for one thousand boys. The superintendent of the farm maintains that the one thousand acres can be worked profitably by one thousand boys directed by a few men with the necessary machines. The farm will produce crops sufficient to pay for the running expenses and for the education of the boys. More than this, it is believed that the instruction and discipline will convert the one thousand boys, now a useless element, into a regiment of well-trained, intelligent, skilled workmen capable of self-support, and able to contribute to the productive force of the state. No accurate estimate can be made of the economic value of such a great institution and of such a beneficent work—much less can any estimate be made of the gain in the moral, the social, and the civic advancement that is certain to be accomplished.

(To be continued)

The Brimfield Public Library.

This is one of a series of articles bearing on different phases of local improvement work which the Massachusetts Civic League is publishing with the object of being of use to village improvement societies and similar organizations. One of the most important matters to which such organizations can devote themselves is the development of what have been called social centers; local institutions, that is to say, which bring neighbors together for the practical realization of a common purpose. Miss Tarbell's picture of a village library shows it as a social center, also as an object of co-operation between city and country and as a point from which many influences radiate.

In speaking of the public library of Brimfield, Ohio, I am describing, not a model library, but a type, inasmuch as it illustrates development, in some degree, along various lines of library progress. Some village libraries have gone farther and done better in certain directions. The Brimfield library represents the type that has struggled upward and outward with limited means and under many disadvantages. It has had no building of its own; it has been confined to one room; it is open only during a part of two days each week; it has had no appropriation from the town except the dog tax, by the accumulation of which for several years its small beginning was established twenty-seven years ago. At that time the dog tax averaged less than \$100 annually, now it is usually nearly \$200. It had no endowment fund until 1896, when it received a bequest of about \$2,000 from a woman who had spent her life in school teaching. The town, formerly the most wealthy and influential in its section, has come to be among the poorer ones, and has suffered a great decrease of population. Its library has had no lavish patrons, and has received few gifts of large amounts.

Brimfield lies high among the hills on the eastern border of Western Massachusetts, and has been comparatively isolated since the time when the Boston and Albany railroad left the center of the town far to one side. The village is reached by a stage ride of eight miles from Palmer. Thus it will be seen that its life and institutions suffer the disadvantages of limited connection with the world, and the lack of conveniences and facilities.

For the various reasons that have been mentioned, such progress and expansion as the library has achieved have been by the expenditure of great effort; the power has had to be applied at a disadvantage. But the library has its share in the compensations which this remote and quiet town enjoys in beauty of natural scenery, freedom from distractions, simple and genuine society, and the preservation of a type of life of which the leading characteristics have been patriotism, public spirit, and hospitality; educational, literary, and artistic interests.

The Hitchcock Free Academy has been the distinction of Brimfield, and has kept up the educational standard of the community since its establishment in 1855. The public library, founded about a quarter of a century later, reflected the literary sentiment of the town, and has kept alive and fostered that interest during a period when it has naturally tended to decline with the decrease of vigorous and stimulating life.

The secret of whatever success and influence the library has attained lies in the purpose to keep it a live organism, putting forth buds and shoots by natural development, and being grafted with new ideas and activities according to the needs of its environment, and suggestions from without. And perhaps there is compensation for its lack of ways and means, conveniences and tools, in the absence of conventionality, fettering rules and formalities. There is probably nowhere a freer free public library than the one in Brimfield.

I have been describing conditions as they have existed. The library is soon to enter upon a new era in a beautiful building, the gift of a native of Brimfield. From its new and more conventional home I hope we shall continue to dispel the institutional feeling.

Now I will ask you to go with me into the cheerful library room in the town house where the library has increased its collection from a few hundred volumes to nearly five thousand, and where it has gained its present measure of freedom by outgrowing early restrictions, developing new ways of influence, and becoming a power felt to the utmost parts of the community.

"How pleasant!" you will be likely to say, as at first glance you see the books ranged around the sides of the room within easy reach, the bright colors of the bindings enlivening the walls; for the books were freed from their dingy wrappers a few years ago.

Above the books, on the wall opposite the entrance, is the cast of Michael Angelo's "Holy Family," and facing it on the side of the entrance, is "Victory Tying on her Sandal." On a third side is a Braun photograph of the "Aurora." These decorations were presented when it was found that we should welcome and appreciate such things. Other decorations are steel engravings of statesmen and crayon portraits of former citizens associated with the library. You will be attracted by photographs of scenes in Venice on a home-made screen in the rear of the room, and then you will observe a large print on an easel, to find that it is the new Soldiers and Sailors' monument of New York. Near by is a piece of the pure white marble of which the monument is made. The monument has special interest for Brimfield people, as the town is the ancestral home and beloved Mecca of its designers. The pen-and-ink drawing conspicuous against the librarian's desk is of a Brimfield scene. Such work has a great attractiveness and influence. "Done by hand!" said our local photographer with enthusiasm, as he called the attention of some young people to the sketch. The "done by hand" decorations and all those

contributions which have personal associations are of peculiar value. Our first work of art was a rough sketch, on brown paper, of a Brimfield scene which I pinned up on the door. Nothing has ever attracted so much attention and interest as this pencil sketch, not even the finest photographs we have since possessed. Gifts of this nature mean as much to a library as gifts representing ourselves to a friend. At a time when the pupils of the school were having unusual advantages in drawing and color work I kept their sketches on exhibition, greatly to the edification of pupils and parents, and the enjoyment of all visitors.

As you examine the books you will probably remark, as visitors always do, "What a fine collection!" Yes, the library was started on a high plane and it has been kept there. The per cent. of fiction is not over large, its character is of the best, and the library is especially rich in biography and American history. We mean to get the representative works of all classes, even if but a few volumes, and, I try to get recommendations of books from those who have especial acquaintance with certain subjects. The library has grown from within, outward, according to needs, and to form a balanced whole.

There is a good proportion under Education, purchased to assist the teachers, and under this subject are a number of books relating to child study, quite as valuable to mothers as to teachers. These were discovered thru our kindergarten friends. All the children's books are selected with the same care. Under the class Philosophy, which includes ethics, and under religion, we have some of the books representing the progressive thought of the day. If such books are read by only a few people, they should be bought for the benefit of these few, and the influence radiating from them.

You will excuse me now while I attend to this boy who asks for a good book, a novel for his mother, and to this girl who asks me to pick out a "man's book," which, being interpreted, means a book of travels for her father. Then an academy pupil is waiting for help to find something on "The Passion Play." Yes, I have to select a great many books, and I learn to know people's tastes and also their needs, which are sub-conscious tastes. Sometimes people say that the librarian knows what they want better than they do themselves. This comes by observation, by some anticipation of needs, and by some guessing, all the while putting one's self in another's place. Not to really help would show a great lack of intelligence and sympathy. But I never mean to be obtrusive or officious in the matter of opinion and advice. Rather, I often realize my lack of wisdom and knowledge.

For some years it was a great problem to get the library classified and cataloged. A collection of over 4,000 volumes unclassified was appalling, but no appropriation from the town could be looked for. One day a former resident visiting in town gave me a check for \$25 to use at my discretion for the library. I then solicited twice that sum, and with the expert help that the total secured, supplemented by my less skilled labor afterwards, I succeeded in getting the library classified and one set of cards written.

You notice that the people old and young, are taking the books directly from the shelves. This sensible freedom has been granted for a long time, the Brimfield library having been among the first to allow this privilege. The opportunity to handle the books is not only of practical help in making selections, but promotes acquaintance and friendly intercourse with the books, and puts patrons on

terms of affectionate regard and cherished intimacy with the library. People may take out as many books at a time as they wish. There will then be several thousand left on the shelves. At first, when the library was small, only two books to a family were allowed. A few years ago the number limit was entirely removed; but people never want an unreasonable number of books. You, perhaps, would like to take out some books. You are at perfectly liberty to do so. The stranger within our gates for a night, or the sojourner for some weeks whether road-surveyor or summer boarder, has all the privileges of the inhabitant and native.

You look surprised to see that little tot with glistening eyes hugging a book, and say, "Why, that child can't read!" No, but his older brother and sister with him will read the book to him, and he can look at the pictures. There are no books in the library that have done more good than Miss Poulsson's "Finger Plays" and her other books, and Miss Wheelock's little books. As for our copies of the Brownie books and bound volumes of St. Nicholas, they are almost worn out. It makes the little folks so happy to carry the books themselves, and it is a pleasure to put them into their hands. Besides, it is opening a path to the library for them which they will follow in the years to come. So we have become free from the age limit. It has passed silently and by degrees. The first move in this direction was made by allowing the teachers to be responsible for books taken by their pupils. The collection of books for young people and children includes no volume, I believe, that is not desirable in its character.

I wonder if you are enjoying the sight of the children putting their heads together over a book with pictures, and the older ones discussing and recommending books, as they take them from the shelves, or perchance talking about other matters. For we allow conversation, and the happy youths and maidens are in good company amid such surroundings. On Saturday evenings we seem to be holding a reception, especially in the summer, when those who have been away teaching or studying greet one another here, and when the former resident, now a summer boarder, drops in to renew old acquaintances. It is a good place to get acquainted. Patrons introduce their friends to me and I introduce strangers to the townspeople. The children often say "Good-bye," when they go out, and sometimes an academy boy will give a friendly bow.

The extension cases and satchels in the corner are used for sending books to outlying districts. The smaller ones are used by teachers and the larger ones are sent to East Brimfield and West Brimfield. We get books to the people of these places in a very free way. For four or five years a former teacher has distributed books from her home in East Brimfield. The expense of transporting the books by stage has been paid from a sum contributed for that purpose by a Boston woman whose early home was in East Brimfield. For two years a young woman employed at the railroad station at West Brimfield has given out books from the station. The work of each of these women is voluntary, and inspired by personal interest. It was a great problem to get the books to West Brimfield, as that section is not connected with the Center in any way. For all practical purposes it is a suburb of Palmer. The present plan finally developed. The books are sent by stage to a Palmer grocery store, whence they are carried by the delivery team to West Brimfield. So the books travel out of town and back again,

making a journey of twelve to thirteen miles to cover an actual distance of six miles.

We have an excellent plan for letting people all over town know what books the library contains, by printing a catalog of the yearly additions in the town reports, appending this to the librarian's report. This costs the library nothing, the expense of printing being borne by the town. A full account of all the library's activities and developments is given in the librarian's report.

It is a great pity that so many of the books contain an unsightly yellow label on the fly leaf, giving the original rules and regulations. Could the founders of the library have thought that these would be always in force? We are now rejoicing in a new book-plate which will look these yellow labels out of countenance if they cannot be removed. The design on the book plate is Steerage Rock, an immense boulder resting on the highest point of land in Brimfield and in the original Bay Path, the route taken by the settlers of the Connecticut Valley in their journey from the bay. From this lofty view point, the Indians and the white travelers alike steered their course on their journey. The motto accompanying the design is "Books give the far view."

We are urged by the Free Public Library Commission to collect historical material in the library. I have obtained a good many ancient books from attics, and a number of documents and papers relating to the history of the town; accounts of more recent events and biographical sketches of citizens who have died; I have written for the *Springfield Republican*, and thus preserved historical material. I am trying to get photographs of houses for their historical value. In speaking of the state Library Commission, I must acknowledge its assistance. We have not only received gifts of books from the state thru its agency, but have had the benefit of personal advice and have been stimulated to progress by its recommendations and counsel.

Here is a collection of books on Italian art, loaned by the Woman's Education Association of Boston, with 140 pictures accompanying the books. This is the seventh of the special traveling libraries which have greatly added to our resources. The Woman's Education Association, thru its library committee, has been a great blessing to us. Too much cannot be said of the benefit derived from the loans of books and pictures, and of the encouragement and help coming from the personal interest of the committee. Most of the traveling libraries sent out by the association, now over forty in number, are mixed collections of books to supplement the smallest libraries in Western Massachusetts. The first traveling library consisting of books on a single subject was prepared for the Brimfield library. The subject was American history during certain periods, and the volumes were found to be such an important supplement to the already excellent collection on American history contained in the library that, at the close of the year, the set was not allowed to proceed farther, but found a permanent place on the shelves, by purchase from the association. The following year, in response to our request for art books we received a set of seventeen books and forty-nine photographs with Venice as the subject. This was the first traveling art library the Education Association sent out, and its possession was the distinction of the year in the Brimfield library. The photographs were the first our library had possessed, and they were received with delight. They were carried many times to my home, so that I could become well enough acquainted with them to show them with some intelligence. I carried them to neighbors' homes when I

was invited out, as people used to take their knitting. Every visitor to the library looked at them with great interest, and I was especially happy to have them keep some of the boys in the library during Saturday evenings, and away from the neighboring stores. As for the books, I offered them wherever I thought they would be read, or partially read, my method being to show the pictures and then recommend a book. Probably no photographs could have been selected that would have been so generally enjoyed as those of Venice, or to form a better introduction to the study of Italian art. In the summer a group of women, ten in all, formed a circle for the study of the pictures and books. A class in such a subject was more feasible in summer, as it was composed partly of teachers and others who return to Brimfield for the vacation. None of us were art students, and none of us had been to Italy; but we received great enjoyment, inspiration, and instruction from that summer's communion with the art of Venice. These pictures had so entered into the life of the library that I felt we could not give them up, so a collection was taken of twenty-five cents apiece from members of the "Venetian Club" to replace some of the pictures when the traveling library should depart. This was the nucleus of what I have named the "picture fund," for which about \$25 has been collected.

The next year we had a traveling library on Florence consisting of twenty-one books and nearly two hundred pictures. Such books as those of the Florence library would not be likely to attract readers in general, and it was necessary to call attention to them even more carefully than to the Venice books. There are some people who want such reading, but who, without its being called to their attention, would not be conscious of the want. Said one man, when he brought back Villari's life of Savonarola, "I have found a new hero."

The subject of the next traveling library was English architecture. There were twenty volumes and sixty-three pictures, the pictures of especial interest being those of English cathedrals. As my contribution to the program of the local grange I chose "An Evening in England and Scotland," and exhibited the pictures of the traveling library, supplemented by some of my own, assigning descriptive sketches of the subjects represented to various members. The pictures were hung in the town hall, where the meetings of the grange were held, and the exhibition was afterwards visited by other townspeople and by school pupils.

The next year we had a traveling library on Rome consisting of twenty-three books and one hundred and forty-five pictures. That year we had a winter study circle composed of people of all ages and both sexes, and we took up the study of Roman history as illustrated by the photographs. Several people from the adjoining town of Wales attended some of these meetings. One of these friends, then a grammar school teacher, afterwards received an appointment to teach Roman history in a city high school, and he has spoken of those unacademic evenings in Rome as of great advantage to him in his teaching.

The next traveling library had Shakespeare for its subject, and consisted of a number of edited plays and some of the best critical works, with about a dozen pictures. A group of people in Wales, stimulated partly by our meetings of the previous winter, took up the study of Shakespeare, pursuing it more faithfully and profoundly than we did, and we sub-loaned some of the books of our traveling library to them. At the close of the winter the Wales Shakespeare Club held a banquet at the Brimfield hotel, which a number of our

members attended as invited guests. It was a most delightful occasion. The hotel parlors were decorated with photographs belonging to our traveling library, and tables here and there held its choice volumes to be looked over. The feast was preceded by the reading of appropriate quotations from Shakespeare, placed at each plate.

Mention should be made of the benefit derived one summer from photographs of Nuremberg, loaned by a member of the Woman's Education Association. Meetings were held in different homes, and some acquaintance with Nuremberg led to a study of the artist Durer, for which reproductions of his work were borrowed from Forbes library, Northampton, and books and more pictures from another source.

Not only have pictures been used for study in the ways described, but they have been taken from the library into homes where they have been especially appreciated in the case of shut-in lives. They have afforded enjoyable and profitable entertainment for our socials held at private houses by the Village Improvement Society. At the library they are placed on tables and hung about the room.

An interesting exhibition of pictures suggested by the use of those loaned by the Education Association was held at my home as the attraction of a Village Improvement Social. A clergyman in an adjoining town had offered to give a talk on his trip in England and Scotland in the town hall for the benefit of the Improvement Society. He could not bring a stereopticon but would loan a hundred photographs which he had collected, to be shown in the library previous to the lecture. I thought of an additional scheme and had a social appointed at my home. Then I hung the photographs on the walls of the three rooms, so that the house was transformed into a gallery of foreign scenes. The names of the scenes were written by school pupils in the clear vertical hand, and the pictures were grouped under headings such as, "The Lake District," "English Cathedrals," "University Colleges," "London," "Shakespeare's Home," "The Sir Walter Scott Country," "The Abbeys of Scotland." The effect was magical in its transporting power. Eighty people were present on the appointed evening, and studied the pictures with great enjoyment. It may be mentioned here that ice cream was served during the evening, which netted the Improvement Society \$8.00. The exhibition was kept open the remainder of the week and was visited by pupils of the academy and the town schools and by old people and invalids, who enjoyed the pictures at their leisure, spending several hours with them.

In common with many other libraries, we have received from the Education Association traveling sets of pictures without books, to be kept two weeks or more. Special exhibitions of these have been held and they have been visited by townspeople and delegations from schools. When we had pictures of the Library of Congress for a few weeks the library was turned into a picture gallery, and was opened for extra periods, afternoon and evening. The exhibition was very generally announced thruout the town and brought many visitors. People were invited to give such sums as they chose for the purchase of pictures and contributions from five cents (from children) upward, were made. Several old residents visiting in town gave a dollar apiece, and one out-of-town friend, partly in recognition of the use of the library by herself and children, gave five dollars. Since then the contributions from patrons of the library have continued, the sum suggested by me being twenty-five cents. Each summer, visitors in

town say, "Do we not have to pay something for the use of the library?" "O, no," I reply, "the library is free to all, but a contribution to the picture fund will be welcome." From this so-called fund we have bought thirty-one photographs of Venetian scenes, and art and other pictures, have subscribed to the Perry Magazine, and have an unexpended balance. From this source we are making a very fine collection of photographs of Brimfield, whose scenes are unusually picturesque. Pictures seem to have an unusual attraction for Brimfield people, old and young, and all those we possess and have had loaned to us have become familiar to them. The local scenes are especially prized by townspeople and are shown with pride to their out-of-town friends.

Besides having started a picture collection of our own, we have made the beginning of a choice collection of books on art subjects by purchasing some of the books of each of the traveling art libraries and adding a number of volumes to them. A few years ago the library contained only one volume on art.—Mrs. Jameson's "Early Italian Painters." Like attracts like. The possession of a number of pictures, the interest shown in them, and the evident desire to increase the advantages of the library in that direction must tend naturally to bring additions. Beautiful photographs of Paris, Rome, and Florence have been sent to the library by a former resident of the town traveling abroad. Gifts of art books having choice illustrations, some new and some old, have come from various sources.

So far the benefit of books and pictures obtained from without, which have stimulated and assisted interest within the library and town, has been dwelt upon. There is another means of help, another need. The speaking voice as well as the printed page and pictures is needed to increase the influence for which a library stands. Every time we have had a traveling library I have longed for lectures on that subject. The first loan, that of a set of books on American history, was the result of a call for certain books on colonial history at some informal meetings held for local history research, and these meetings followed a loan exhibition of antiquities. An ideal combination of advantages, if offered at the same time, would be such an exhibition or pictures, according to the chosen subject, a special library, a study circle, and lectures. In accordance with this idea, Miss Elizabeth Perkins, chairman of the art committee of the Woman's Education Association, gave a talk upon Rome before our study circle, using the traveling library on that subject. Miss Perkins took a journey of over eighty miles by rail and a drive of eight miles in the dead of winter for our benefit; while we were transported from Brimfield to Rome by her vivid descriptions and illuminating answers to our questions. Lectures in the small country towns need be wholly gratuitous, altho some aid from outside would be necessary to secure such speakers as are most to be desired. And why cannot there be established a systematic plan of after-school education, a modified form of the principle of university extension, under the auspices of public libraries? The growing connection of small and remote towns with one another and with larger places by trolleys makes such a plan feasible.

The co-operation of the city is needed to increase the advantages of country life. The country has given of its best, it is still giving in many ways, and some good things should flow back. There is little realization of the heroic effort, devotion, and self-sacrifice of the few who are left to keep up the institutions and administer the affairs of the

old town. The Woman's Education Association has set a shining example of assistance to the small towns and remote communities on the part of those who enjoy the advantages of city life. A generous expenditure of time, money, labor, expert knowledge, and friendly interest by the members of its library committee has gone into the assistance given, and this has been furthered by personal visits. The example of these women should lead people to find ways of helping country life. Assistance need not be on a large scale, and if the country library is the object of interest, it should be realized that it is not by large gifts alone that it can be helped. Personal interest, an act of service, a single book, a magazine subscription, a dollar, will be of value far exceeding the apparent size of the contribution. No small part of the value to the Brimfield library of such remembrances is the stronger bond with outside friends created by them. It is true that sometimes contributions are forthcoming only as needs are spoken of; but suggestions are usually welcome, and the recipients of such benefits are not to be looked upon as pensioners, but as sharers in a co-operative work and life.

Co-operation has a broader meaning than the combining of assistance from outside with effort at home to improve the country. A condition much to be desired is the closer interweaving of the life and interests of country and city for the welfare of both, and the country library is peculiarly adapted to be an influence in this direction. No institution is less local by nature, and it forms a common meeting ground for the higher order of interests. It is a means of stimulating and broadening life in the country, and it may be a source of inspiration and refreshment, in experience and memory, as has been said of the Brimfield library, to those who are leading the crowded and overwrought existence of the city. There is an added influence reaching out from the good things of the

country because of their setting and associations, their connection with permanent values and sources. The substance of the library, literary, educational, artistic, social, is gradually being incorporated into the life of the home town, but cannot be confined within its limits; so that whatever increases the library's resources and scope is a contribution to a larger community.

Such a contribution is the new building in Brimfield, and it is no less a general blessing because it is remarkably in keeping, in its character and spirit, with the genius and traditions of the life of the town as well as of the library for which it is to form the fitting abode. A memorial to the giver's mother, it is set among the apple trees of the ancestral homestead, and is built of stones from the fields of the town. There is a homelike feeling within, centering in the broad hearthstone before the great fireplace, brought from the farm's hillside ledge to become the village hearthstone; and this inviting, hospitable spirit will enhance the social enjoyment that has before existed. The books will be ranged on the walls within easy reach and taken with all possible freedom, without bar or barrier to shut them in; while the power of books and hearthstone will be extended by the fine yet simple art of the design and furnishings of the interior, with their appeal to the sense of beauty and fitness, and their education of the taste.

In the new building the library is to find its truer embodiment and means of development. The free public library in Brimfield will mean the freedom of the books, with their wide distribution, combined with the hospitality of the public hearthstone in its environment of artistic beauty and interest; and cherished by outside friends and sending out its influence beyond the hill boundaries that encircle the town, it will be more and more a power for uniting interests within and without, to form one community.

Digest of State School Laws

(Continued from last week)

In Alabama, the state superintendent is elected by popular vote for a term of two years. His salary is \$2,250, and his duties are both arduous and numerous. In granting certificates, the standard must not fall below 50 per cent., with a general average of not less than 75 per cent. The first grade certificates are valid for six years; second grade, four years, and third grade, two years.

No teacher may be granted a third or second grade certificate more than twice. Any one who has been a successful teacher for ten years under a first grade certificate may be granted a life certificate.

The state superintendent of the Arkansas schools is elected by the people for a term of two years. Teachers who pass a thoro examination in all the branches required for a county certificate may be granted a life certificate. Those who have passed the examinations for the first grade are entitled to what is known as the professional certificate, good for a term of six years. As in almost all of the states of the South, it is the duty of teachers to attend at least one institute during the year.

The state board of education, numbering seven members, directs the work of the schools in Delaware. Each county has a superintendent at a salary of \$1,200 per year. Teachers are required to present certificates when applying for schools. The certificates are of two grades, first and second. The general average in examination for a first

grade is 90 per cent., for the second 75 per cent. The certificates are valid for two years.

The head of school affairs in Georgia is known as the school commissioner, and is elected by the people for a term of two years. His salary must not exceed \$2,100. Three grades of certificates are provided for: first grade, good for three years; second, for two years; third, for one year. Graduates of colleges are not exempt from examinations. If teachers show exceptional merit, the state school commissioner may issue a permanent license.

The people elect their state superintendent every four years in Kentucky. His salary is placed at \$2,500 per year, with office expenses and three clerks at \$1,500, \$1,000 and \$850 respectively. The certificates issued to teachers are known as the state teachers' diploma, a state teachers' certificate, and a county certificate. In order to secure a diploma the applicant must receive a marking of 90 per cent. on all examination subjects, and not less than 70 on any one. He must be twenty-four years of age and a teacher with two years' experience. This diploma is good in any part of the state, and qualifies the possessor as eligible for candidacy as county superintendent. The state board of examiners require a grade of 90 per cent., and not less than 70 in any one branch for the state teachers' certificate, which, when secured, is good for eight years.

(Continued on page 189.)

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending August 26, 1905.

Death of Dr. Tompkins.

In the sudden and untimely death of Dr. Arnold Tompkins, America loses a teacher of wonderful inspirational power. If ever there was an artist teacher he was one. He was a man of ideals, and to his ideals he clung with a tenacity which the "practical" children of this world could not appreciate. He took no interest in log-rolling politics, scholastic and associational, which forms the chief stock-in-trade of so many people of prominence in the school field. His great ambition was to understand education and to practice as he understood it. What more can we ask of any teacher? It would be unfair to judge him by the qualities of his predecessor. He was a great teacher of young people preparing for teaching as a life work. The hundreds who have been inspired by him or who have seen him teach will not soon forget him.

Honors for Dr. Butler Abroad.

The reception accorded to Dr. Nicholas Murray Butler—or Murray Butler, as they call him now—abroad, may well be taken as an expression of the educational *entente cordiale* between northern and northwestern Europe, and our own country. The Oxford and Cambridge degrees and other distinctions accorded to the president of Columbia university were certainly not intended, as were academic honors in days gone by, as specific contributions to philosophy or the magnifying of higher education. Dr. Butler's great work has all been administrative. Organizing and the shaping and controlling of organizations, constitute his *forte*. In brilliancy, in leadership, and in bringing things about, he has probably no equal in the school field. We may not always like his methods nor approve of his autocratic notions, but we cannot deny him the admiration which is due to forceful leadership, especially in the arena where the peaceful battles for the uplift of humanity are fought.

It is amusing to read the English comments on Dr. Murray Butler's speeches. The humor of a report like the following may not be as evident to an unsophisticated Britisher as it must be to a United Stateser who has listened much to after-dinner speeches and to fellow-citizens on the stump:

Dr. Murray Butler, who was received with loud cheers opened in a most auspicious manner by declaring that he "felt very much at home." He valued highly, he said, the privilege conferred on him of being invited to address the Executive of the National Union of Teachers, a body which represented the interests which had been dear to his heart, almost, it might be said, from boyhood. He had always considered himself extremely fortunate in that so large a portion of his work had been connected with the elementary school, and that so many of his personal friends had been drawn from the ranks of the elementary teachers of America. It had been his good fortune to be associated somewhat

closely at times with the development of their own elementary educational system. He remembered (with some humiliation, perhaps, when he considered his unfitness for the post) spending a brief period in a purely elementary school some twenty years ago for the purpose of coming into personal contact with the conditions of work which obtained there. Afterwards, in a municipal capacity, it was necessary for him to ascertain as fully as possible the exact conditions surrounding the primary schools and the preparation of the teachers for service in them. By this means he was brought into personal touch with the exhilarating and stimulating influences and ideas of the teachers of the democracy. His own profound feeling was that the highest concern of a democracy was education. (Cheers.)

Of course, Dr. Murray Butler said some really significant things. The funny part of the reports is merely the careful seriousness with which insipid portions, getting-ready remarks and "jollies," have been treasured up in print, accurately punctuated with "cheers," "loud cheers," "applause," and other demonstrations of pleased audiences. There is no doubt that he fully deserves every bit of the honor showered upon him. We have only one apprehension, and that is that the constant public lionizing of him may not have contributed to the rest for which he went abroad. His friends here are informed that he was very close to a nervous breakdown, and that it was by the imperative orders of his physician that he dropped work for a while to seek rest and recreation in travel. Strenuous rest indeed!

Mr. Cooley Upheld.

The *Chicago News* has come out in a recent number with a strong editorial on the administration of City Superintendent Cooley. Unstinted praise is given him for the attitude he has taken in the management of the schools. When Mr. Cooley entered upon his duties he formulated a set of rules which the board of education had the good sense to approve. Ever since that time these rules have been rigidly adhered to. Not for one moment have they been set aside at the request of some one with a "pull." As a result of this strenuous policy storms of wrath and dire threats have descended upon Mr. Cooley's head. He has not wavered, however, and has stood uncompromisingly for a square deal.

He has gone about his work in a conscientious spirit doing for the schools of Chicago what he honestly believed to be for the best interests.

One of the things which Mr. Cooley stands for is promotional examinations as tests for advancement. In this he has been directly and fiercely opposed by the adherents to the antiquated method of automatic advancement based upon length of service, a method which no business house would even think of adopting. But Mr. Cooley stood firm, and it is altogether probable that examination tests for advancement will become a permanent part of the school system.

The organization of the present board of education is believed to be in full sympathy with Superintendent Cooley. They recognize the fact that he has eliminated "pull" from school management. Mr. Edward Tilden, the new president of the board, in a recent interview published in the *News* said:

"Mr. Cooley's administration and methods I consider to be admirable. He is too valuable a man for us to lose. In his organization he has established a system that is creditable to him and to Chicago."

The members of the Boston newsboys' union have voted \$1,000 as the nucleus of a \$5,000 fund to establish a scholarship at Harvard for some one of its members. At the present time there are a number of the boys who are graduates of the English high and Latin schools of Boston, and twenty-six who are undergraduates.

NATIONAL EDUCATIONAL ASSOCIATION Statistics of Membership Enrollment

At Forty-Fourth Annual Convention,
Asbury Park and Ocean Grove, N. J., July 3-7, 1905

Including 7,863 Advance Members, as follows:

New York City... Associate, 6,362; New Active, 384; Total, 6,746
New Jersey... Associate, 952; New Active, 28; Total, 980
Philadelphia... Associate, 115; New Active, 22; Total, 137

TOTAL... Associate, 7,429; New Active, 434; Total, 7,863
Complete to Close of Convention

DIVISIONS	Former Active	New Active	Total Active	Associate	Total Membership
Totals.....	1,131	1,061	2,192	18,749	20,941
North Atlantic.....	599	752	1,351	9,144	10,495
South Atlantic.....	50	44	94	494	588
South Central.....	54	26	80	1,062	1,142
North Central.....	379	198	577	7,672	8,249
Western.....	43	31	74	287	361
Miscellaneous.....	6	10	16	90	106
North Atlantic Div.—					
Maine.....	2	1	3	2	5
New Hampshire.....	2	2	4	3	7
Vermont.....	37	17	54	68	122
Massachusetts.....	5	2	7	19	26
Rhode Island.....	17	4	21	41	62
Connecticut.....	395	511	906	7,062	7,968
New York.....	64	130	194	1,332	1,526
Pennsylvania.....	77	84	161	613	774
South Atlantic Div.—					
Delaware.....	1	3	4	14	18
Maryland.....	11	10	21	80	101
District of Columbia.....	16	5	21	45	66
Virginia.....	6	1	7	27	34
West Virginia.....	1	2	3	16	19
North Carolina.....	4	5	9	56	65
South Carolina.....	1	5	6	41	47
Georgia.....	1	6	7	190	204
Florida.....	2	7	9	25	34
South Central Div.—					
Kentucky.....	11	7	18	310	328
Tennessee.....	3	7	10	242	252
Alabama.....	13	13	26	136	159
Mississippi.....	2	3	5	54	59
Louisiana.....	10	1	11	109	120
Texas.....	6	6	12	85	97
Arkansas.....	3	3	6	54	60
Oklahoma.....	1	2	3	26	29
Indian Territory.....	5	5	10	56	66
North Central Div.—					
Ohio.....	69	33	102	1,453	1,555
Indiana.....	29	8	37	582	619
Illinois.....	101	53	154	2,620	2,774
Michigan.....	27	20	47	422	469
Wisconsin.....	27	28	55	448	503
Iowa.....	10	7	17	297	314
Minnesota.....	17	10	27	123	150
Missouri.....	69	15	84	1,252	1,336
North Dakota.....	2	1	3	10	13
South Dakota.....	7	2	9	39	48
Nebraska.....	14	16	30	286	316
Kansas.....	7	5	12	140	152
Western Div.—					
Montana.....	5	5	10	22	32
Wyoming.....	2	6	8	8	16
Colorado.....	7	4	11	141	152
New Mexico.....	1	1	2	6	8
Arizona.....	4	4	8	2	10
Nevada.....	6	5	11	14	25
Idaho.....	1	1	2	5	7
Washington.....	3	3	6	16	22
Oregon.....	1	1	2	4	6
California.....	15	10	25	67	92
Miscellaneous—					
Colonies.....	4	3	7	7	14
Canada.....	1	1	2	79	81
Other Countries.....	1	6	7	4	11

To the above enrollment of 20,941 there will be added approximately 3,000 active (permanent) members not registered at Asbury Park and Ocean Grove whose dues will be paid before the annual list is printed.

IRWIN SHEPARD,

Winona, Minn., August 1, 1905

Secretary

Tests Which Parents May Apply to Schools.

The Connecticut branch of the Association of Collegiate Alumnae has issued a very interesting series of questions to be used as "tests which citizens may apply to their own schools with some certainty of what are the existing excellences, defects and needs." These questions are "purposely confined to matters of ascertainable fact and to the necessities—not the luxuries—of good schools."

Mrs. L. S. Cummings, of Plantsville is the chairman of the education committee. Ordinarily it is very dangerous proceeding to set people to investigating educational matters, who are not expert in the work. But here the questions all relate to points which any intelligent person may well judge. In fact every citizen should be interested in this sort of information:

System of Administration.

Are our schools directly managed by one body of people or by several?

How many school officers (board and committee members) have we in all?

Is our system compact? Economical? Does it make it easy to fix the responsibility when anything is wrong?

By what body are teachers employed? By what body supervised?

Has the person who supervises our schools any power to rectify poor work or to dismiss incompetent teachers?

(It sometimes happens that one board employs and another supervises. This occurs under the district system whenever the district committee employs the teachers and the board of school visitors supervises them. It is, of course, unbusiness-like and productive of evil. Two remedies are possible—either town management thru a town school committee, or placing the employment of teachers in the hands of the Board of School Visitors, since the law places the school visiting there.)

Officers.

Write the names of all the present members of school boards or school committees, with space for applying the following tests to each:

What educational or business equipment has he for his duties?

How far has he familiarized himself with modern educational methods and requirements?

How far has he compared our schools with the best models within reach?

Is he able and willing to give as much time and effort to our schools as are needed to make them a success?

Has his work thus far resulted in any positive benefit to our schools?

How many of our board or committee have special educational fitness for their office? Special business fitness? How many have neither?

What reasons, aside from fitness, are allowed to influence the choice for members of board or committee? Party? Reward for political activity? Sectarianism? Personal likes and dislikes?

Does the board of education or Town School committee give a clear and full report annually? Does the district committee, if any exists, so report? If not, how do the citizens determine whether their administration is satisfactory?

Do the duties and powers of the school officials make their positions more attractive to the unscrupulous, or to the public-spirited citizen?

Teachers.

What reasons, aside from fitness, are allowed to influence in the appointment of teachers? Na-

tionality? Religious belief? Place of residence? Relationship or friendship? Political "pull?"

Are the salaries paid sufficient to secure and keep skilful, experienced teachers?

In hiring new teachers, what margin of knowledge is required beyond the subjects to be taught in the common schools? What professional training is required? What experience?

Are qualifications determined by examinations, diplomas, recommendations, or by investigating the candidate's actual work in school?

If by examinations, who examines? What are his qualifications for that work?

If state examinations are required, note the difference between the statutory certificate and the elementary. The former calls for no professional training and not even a high school course. According to the latest state report, "This certificate is not evidence that the holder can teach or manage, or has any professional skill." It simply indicates that the candidate has passed examination in the common school branches and has some knowledge of methods for teaching reading and writing.

Supervisor.

Are the schools visited and supervised by members of the board, or by a superintendent outside its membership?

In either case, what amount of time does he give to supervision?

How many years' experience has he had in actual teaching? How recent has that experience been?

What have been his educational advantages?

What opportunity has he had for becoming familiar with the best type of modern school?

What preparation has he had for making good teachers out of poor ones or out of inexperienced beginners?

Do teachers, as a rule, improve noticeably under his supervision?

How often does he hold teachers' meetings?

Does he secure any systematic study for self-improvement on the part of the teachers?

Coming partly or wholly under the head of supervision are the following important questions:

How many years' work does our course of study call for in the common schools?

Is this work so arranged that each grade has its fair proportion of the whole?

Does each teacher in town know exactly what work she is to cover each year?

Is there any one who knows definitely whether or not the work assigned has been accomplished?

Are the pupils in our smaller district schools having equal advantages with those in the average graded school?

If not, in what respects do the district schools lack? Have they as good teachers? Are they as well furnished? Have they as good maps, blackboards, reference books, etc.? Have they proper material for primary work? Are they as carefully graded? If not graded, is the work definitely planned by any one, or is it hap-hazard?

Could transportation of children to central schools, as practiced in some towns, be adopted with good results? If not, how can the better advantages be carried to the rural schools?

Buildings.

How many are in a satisfactory state of repair?

How many have provision for comfortable heating? For scientific ventilation?

Are windows so arranged as to avoid injurious cross-lights?

Are all buildings cleaned regularly (aside from sweeping)? How often? Are they neatly kept throughout the term?

How many rooms contain one good picture? By whom supplied?

How many have modern maps? A good unabridged dictionary? Other books for reference? Supplementary reading? Material for primary busy-work?

Are all closets and out-buildings in good sanitary condition? Are there separate accommodations for boys and girls?

(Some districts make one building answer for both, and one such is reported where the door was off its hinges thruout a term!)

Are all out-buildings free from debasing marks or cuts?

We urge it upon mothers as a sacred duty to know the facts in this matter by personal inspection. It is possible to secure school boards who will put these places in proper condition, and teachers who can and will keep them so. It is done in some towns.

Sex in Education

Dr. Emil Reich recently delivered a series of lectures on Platonic philosophy in London in which he referred to education in America. A writer in *The Hospital* (London) reporting his remarks, says:

He advocated that the education of each sex should be in the hands of teachers of that sex as soon as the earliest period of childhood was past; and Dr. Reich criticized with considerable force the practical effects of the very different system pursued in the United States of America. There, as he told his audience, the education of both sexes, at least up to the age of sixteen or seventeen, is practically in the hands of women. The schoolmarm is an almost universal power in the land, and she teaches boys and young men, as well as girls and young women, and teaches them together. The result, according to the lecturer, is eminently unsatisfactory. The sort of romance or mystery which is the source of the most tender and the most abiding relations between the sexes never comes into existence; and the young men, while they learn to exercise the most exquisite politeness toward women, have little desire or relish for their society, and treat them with a sort of deference not unlike that which an untitled gentleman of old family may often be seen to extend to a peer of recent wealth and of new creation, with whom he has no special desire to cultivate acquaintanceship.

The effect on both sexes is such as to leave a good deal to be desired, and it may perhaps serve to explain many of those peculiarities of the 'Amurrican' girl which we, in England, think least worthy of imitation. In this country, however, according to the lecturer, we go somewhat into the opposite extreme; and he clearly would not approve of the unwritten law by which brothers and sisters, placed at different schools at Brighton or other health resorts, are prohibited from recognizing each other as they pass in the street. For the more wealthy classes the question is perhaps theoretical rather than practical; but it is one that may come into importance with the development of secondary education for the comparatively poor under the auspices of county councils. The extent to which a teacher of either sex might be held to satisfy the needs of the more advanced pupils of both is an eminently controversial matter, and it is one very likely to be decided rather upon grounds of economy than upon grounds of principle. The principle to be borne in mind is clearly that the members of each sex should receive the best training for that fulfilment of their duties to the other which is also the fulfilment of their highest duties to the state; or, in other words, that young men and young women should retain the qualities which render them mutually complementary in mind and character, and fitted to be helpmates in the great work of training a future generation to be good mothers and good citizens."

The Central Conference of American Rabbis, recently held at Cleveland, Ohio, incorporated the following resolution in their report: "The place for the Bible is in the home, the church, and the church school. To force it into the public educational institutions is not merely to suggest that these three agencies are powerless to effect the desired results, but likewise to interfere with the growth of a finer and larger human brotherhood. It has created ill-feeling between Catholic and Protestant, and has caused both to look down upon the Jew."

If you feel too tired for work or pleasure, take Hood's Sarsaparilla—it cures that tired feeling.

Eye-strain and How It Can Be Relieved.

In a recent number of the Journal of the American Medical Association, Dr. Lewis S. Dixon, of Boston, makes some interesting observations in regard to the above-named topic. He calls attention to the fact that the eye has always been studied simply as a part of the body, under physiology, and contends that it needed to be studied as an optical instrument, under optics, a branch of science in which our knowledge is mathematically accurate. The usual explanation that eyes are naturally weak and may be rested by an avoidance of work is declared to be erroneous, and the conviction is expressed that no organ of the body should fail to perform its own particular function or show difficulty in its performance unless something is out of order. The proper thing to do, according to Dr. Dixon, is not to give up its use, but to find the trouble, to correct it if possible, and to restore the organ to usefulness.

The writer informs us that the eye varies as much as everything else in the human body. "Each person, he states, "is born with his own pair of eyes; sometimes they are correct, oftener not so. Often they are not alike and cannot work together properly." Vision is corrected by the ciliary muscles, which are made to work; but when they are overtaxed, they are liable to exhaustion and this, in turn, gives rise to serious consequences. It is found to be an actual fact that eye-strain is often the principle factor producing nervous debility, hysteria, melancholia, vertigo, nausea, insomnia, nervous dyspepsia, palpation of the heart, general nervousness, irritability, faintness, weariness, headaches, constipation, and dozens of other annoying conditions.

Eye-strain, the author maintains, is a permanent waste of nervous energy in correcting the slight congenital and permanent errors in the shape of the eyes. This waste is not felt by a strong, healthy system, but is ready to become a decided tax whenever the system gets below par, and its effects are intensified immensely by continued close work.

When once the muscles have been taxed to the point of exhaustion, and nervous reflexes or disturbances set up elsewhere, then any effort to force the eyes to continue their work may cause actual physical damage requiring a long time to repair. It is like the breakdown that comes from overwork in any other way—repair is slow and sometimes never perfect.

Now that the cause of eye-strain is known, we have the choice of two methods of relief—we may remove the conditions that make it a burden, or we may correct, but not remove, the cause.

Theoretically, the doctor insists, glasses should be worn constantly since the errors are fixed, but if the eyes can once learn how to rest, they are usually able to bear their overwork a fair share of the time without bad results; but they must have rest, and at frequent intervals.

The dislike to wearing glasses is so great and universal, the reason for wearing them so little understood, and the temptation to the oculist to avoid forcing such an unpleasant remedy on his patients is so strong, that they have been worn generally for close work only, or for temporary relief, and as little as possible. But if glasses are needed at all they are really more beneficial when worn for resting or distant vision than for close work; but that is exactly opposite, the author tells us, to what people wish to do or find agreeable. Too many people decide to follow their own inclination, but are sure to find later that the cost of so doing is much greater than they had expected.

Glasses do not do a bit of the work the eyes ought to do; they simply correct imperfections. In conclusion Dr. Dixon states that, contrary to the general idea, sharp, clear sight, so highly prized and the boast of many, is not the proof or the test of a good eye, for many who have the keenest vision cannot use their eyes much or with any comfort. Easy vision, he maintains, visions that can be used and enjoyed freely, without thought or fatigue, is the proper test of a good eye.—*Scientific American*.

Physical Deterioration in School Children.

In spite of the unjust cry of the press and public sentiment, there seems to be no effort on the part of those in authority to bring about legislation for the relief of underfed school children in England.

One of the forces used to stir up public opinion regarding the need of relief was the medical investigation made by the Dundee Social Union. The report of this union has been reviewed by *The Schoolmaster*.

In part the report says: "The state of things disclosed is sufficiently serious to awaken the attention of all thoughtful citizens. Remedial measures, adequate to grapple with the dangers arising out of the present situation, will certainly follow, providing the attention of the public is sufficiently aroused to realize these dangers."

In preparing for the medical examinations it was decided that 1,000 children should be inspected. The names were taken as they appeared on the register list, from a typical poor section of the city.

Several medical authorities conducted the examinations, which consisted of investigations into the condition of the nose, throat, ears, and eyes. Heights, weights, and chest measurements were also taken by experts. Everything was done to eliminate sources of error as far as possible, and to make the selection as representative of the Dundee pupils as circumstances would permit.

The results obtained by the various examiners prove quite clearly that the physical condition of the children is intimately related to, (1) the proper supply of food, (2) the social and housing conditions under which they live, (3) the employment of their mothers in mills and factories.

In regard to underfeeding the physicians testified, that the marked deviations from the averages shows that there must be a large number of children whose health is impaired and whose development is retarded by insufficient nourishment. In many cases it was shown that on account of the outside employment of mothers very little attention was paid to meals at home. In such cases the staple meal is apt to consist of tea, bread, and margarin. This is not a dietary on which bone and muscle can be built up, to say nothing of nerve tissue.

The woman physician who examined the girls reported as follows:

"In addition to these cases I observed, in the poorer schools especially, a large number of girls between these ages whose hearts showed signs of weakness and flabbiness, probably the result of underfeeding and overexertion."

As an indication that the general nutritive forces have been insufficient to cope with the demands of the period of the greatest growth resulting in a marked retardation of the natural development, this lady gives the following instructive comparison of the children in elementary and secondary schools:—

"On contesting the weight of the elementary school girls of 10 years with that of the Harris Academy girls, we find a noticeable difference, 2.12 lbs., increasing rapidly:—

At 11 years	to 6.1 lbs.
At 12 years	to 9.5 lbs.
At 13 years	to 14.1 lbs."

Many cases are known of men who have risen to positions of fame and distinction without the assistance of higher education. The percentage of such men is exceedingly small, yet one out of every 8,812 does succeed in this uphill fight. With a woman it is different, declares an educational publication. "Education is practically her only door to distinction."

Professor James on Commercial Education.

Prin. W. E. Stearns, of the Newark, N. J., high school, in his recent report to Superintendent Poland, advocated the establishment of a new high school in Newark that would combine instruction in commercial and manual training.

In referring to the organization of a separate school, Mr. Stearns quotes the following from an article by Pres. Edmund J. James, of the University of Illinois, who is, as is well known, a recognized authority in the matter of commercial education. He says: "First of all the course of study should be at least four years. We cannot successfully defend commercial instruction in the public high school unless the work is planned as broadly educative as any other of the secondary courses. Superintendent Pearse, of Omaha, struck the right note in an address before the Business Teachers' Association, when he insisted that the student should get as much drill, as much discipline, as much education, out of a commercial course as he would get out of other high school courses. Secondly, the course should be thoroly outlined as distinctly commercial. A mere substitution of a few business studies in the usual English course does not make for commercial training and such action is not only an inadequate provision for present needs, but it is destructive of future possibilities. Properly planned, a course of instruction may bear the stamp of its purpose in every part, and at the same time lose not a whit; but on the contrary, by unity and close connection gain decidedly in general educative value. This means necessarily in the larger cities at any rate, a separate corps of teachers. A separate building is strongly desirable, not only on the ground of superior adaptability for the uses of a commercial school, but for the far mightier consideration of absolute independence in fact, and full differentiation in the public thought.

"Secondary education of the manual training type is to-day years ahead of the development which would have been possible if the separate manual training high schools had not been established. Place the commercial course in the ordinary high school largely under the charge of the present teaching force and you rob the new movement of half its possibilities. The problem of working out good secondary business education needs all the freedom that is possible; it can be solved only by independent faculties, with every member intent on the questions of his own department, of course, but also grappling with the problem of the entire scheme of studies. Under these conditions an *esprit de corps* will be aroused, greatly conducive to the final success of this feature in the system of public instruction. When a few such independent schools have wrestled with and solved the problem of commercial instruction, the ordinary schools will have a better basis for 'commercial courses.' With these considerations

in view, we can readily say that between the two-year strictly commercial course of Washington, for example, and the four-year course slightly specialized, of some other cities, the choice should be made not on the basis of what is offered now, but of approximation to the real type, namely, a well-planned, fully-specialized scheme of commercial training covering at least four years of secondary grade."

Education in Spain.

In contrasting educational work in Spain with that of England, a writer in the *London Journal of Education* gives some interesting data concerning the former country.

To the stranger, he says, the most striking dissimilarity between the schools of the two countries is the way in which the hours of the time-table have been arranged in the district south of the peninsula. From six until 9 A. M. seems to be the favorite time for study. From nine on the work flags, because of the extreme heat.

The next difference is the matter of teaching. This is practically inseparable from a book. Of communication from the mind of the teacher to that of the student there is little. The book is the *sine qua non*; and almost the only method of using it is reading, and then learning by heart what has been read. In a class of boys from fifteen to eighteen years of age, the following method was employed for teaching a lesson in the geography of the United States: First, a rapid reading of the names of the different states and of their capitals; next, twenty-five to thirty minutes was given to learning by heart; lastly, a repetition from memory. And no boy was allowed to go until he had repeated the whole ponderous list. The subject was then finished. No subsequent lesson was given to enlarge upon it. Of the internal *reglement* of the states, their relations to one another, their united relation to the world outside, of their commerce and their industries, no word was uttered. Precisely the same method was used in the teaching of history and modern language.

The salary of a beginner in a secondary school is from \$130 to \$190, for the first year's work. The salaries for primary school teachers are not given in the blue book. A writer in the June, 1903, *Contemporary Review*, asserted that a good average for the primary school teacher would be from \$50 to \$100.

Of course, it must be borne in mind that the purchasing power of money in Spain is much greater than in England or the United States. But even when this is remembered, there remains the great paradox that in a country where a fair *torero* makes his \$25,000 a year, and where a skilled *matador* will make from \$50,000 to \$75,000, a good teacher will have the greatest difficulty—nay, for hundreds it is an absolute impossibility—of making \$200 a year.

One reason is that the average Spaniard holds education in contempt. He sees no practical advantages in possessing it. Of the 17,550,000 population of Spain, \$12,000,000 can neither read nor write. In thirty-two years preceding 1889, the percentage of illiterates, in spite of "compulsory" education, was reduced only from 80 to 68 per cent.

Primary instruction in 1903-4, was given in 40,000 public and private schools, which have on their books 1,700,000 pupils; secondary education in one thousand private colleges and sixty-one technical and general institutes, with 60,000 pupils. Higher education, for which no figures are given, includes the high schools of commerce, schools of engineering and painting, military schools, and the nine universities. In the universities there is a total of from 20,000 to 25,000 students.

Digest of State School Laws.

Continued from page 183.

The Kentucky county certificates are divided into three classes. The first is good for four years if the applicant secures an average of 85 per cent. in her examination and not lower than 65 in any one study. The second is good for two years, with an average of 75 and no mark less than 55. The third is good for one year if the average is 65 and no mark falls below 50. A certificate of the third class does not entitle the holder to teach in a district having 55 or more children.

The second class is good in districts reporting 75 or more pupils. Any teacher holding her position for eight consecutive years in the same county, under a first-class certificate, may have the certificate renewed annually for four years.

In Louisiana the state superintendent is elected by popular vote for a term of four years, the salary being \$2,000. The state is divided into what is known as parishes, similar to the townships of the north. Each parish has its superintendent. The city of New Orleans is a separate parish, and its public schools are under the direction and control of a board of directors consisting of twenty members. This board fixes the salaries of the teachers and appoints the superintendent of the parish, who receives \$500 more per year than the state superintendent. He holds his office for four years. Three grades of certificates are issued to the teachers, the first being good for five years, the second for three years, and the third for one year.

Maryland leaves the selection of her state superintendent to the governor, who appoints for a term of four years. The salary must not exceed \$3,000, and the superintendent is allowed \$500 for traveling expenses. The certificates granted to teachers are called first, second, and probationary. The probationary certificate is issued for six months, but should the examiner feel satisfied that a teacher has ability and fitness to govern a school, he may issue a certificate which shall continue in force five years. Any person who has taught for seven years, five in Maryland, and holds a first grade certificate or diploma from a respectable college or state normal school, is entitled to apply for a life certificate.

In Maryland pensions are granted teachers who have reached the age of sixty years. The amount is \$200 per year. To meet this there is a standing appropriation of \$10,000.

The people of Mississippi elect their state superintendent every four years. The certificates for teachers are divided into three grades, and are issued when the applicants make a general average of 75 per cent. with not less than 50 on any subject. In the case of a third grade license, the average may be not less than 60 per cent. on second grade subjects, with not less than 40 on any subject. The second and third grade licenses are valid for one year. Should a candidate for the first grade license receive a general average of 90 per cent. her license is good for three years. The second grade is subject to the same conditions, and is renewable in the county where issued so long as as the holder desires to teach. If a teacher under a first grade license continues for five consecutive years, she is exempt from further examinations.

The state superintendent of Missouri is elected by the people every four years. There are three grades of certificates for teachers. The first is valid for three years, and 90 is the general average required. The second is good for two years, average 85. The third is for one year, average 80. No certificate is issued in Missouri if the applicant fails to make 60 in any branch. The third grade may be renewed once, the second twice, and the

first an indefinite number of times without examination, the only condition to this concession being that the holder must have taught the previous year, and can show that she is a regular attendant at the county teachers' association.

The state superintendent of North Carolina has several duties in addition to those prescribed in most of the states. He is elected by the people every four years. All the school-houses must be erected according to plans approved by him. He appoints institute conductors, and all the school officers are to obey his instructions and accept his construction of the school law.

The salaries of teachers holding first grade certificates in North Carolina are such as shall be agreed upon, provided the amount does not exceed the maximum salary allowed by the county board. Second grade teachers receive not more than \$25 per month, and third grade not more than \$20. The holder of a third grade certificate is known as an assistant teacher, and is employed as such.

The general average required for a first grade is 90 per cent. or over. This license is valid for two years. The second grade average is 80 per cent. or more, and is good for one year. The third grade required average is 70 per cent.

The governor appoints the state superintendent in Tennessee. His term of office is two years with a salary of \$2,000. Diplomas for teaching are granted those who complete the course of study in the state normal school. These diplomas are issued under the authority of the state board of education, and entitle the holders to teach in any public school in the state.

In Texas the people elect their state superintendent. His salary is \$2,500 with clerical assistance, and he holds office two years. The teachers' certificates are of three kinds, namely, city certificate, good in the city; the state certificate, valid anywhere in the state; the county, divided into four classes, first, second, and third grades, and permanent. The applicant for second grade certificate must receive an average mark of 75 on all subjects, and not less than 50 on any one subject. If, however, he makes 85 instead of 75, the certificate is good for five years. The first grade is given under the same conditions as those imposed for the second, and is valid for four or six years. In order to obtain a third grade certificate the student must make an average of not less than 70 nor less than 50 per cent. in any subject. The general average required for a permanent license is 85 per cent. and not less than 50 in any subject.

In Virginia the state superintendent is elected by popular vote every four years. Two grades of state certificates are issued. The professional is valid for seven years. The other is a life diploma. A certificate is also issued to graduates of the state normal schools as well as to graduates of colleges and universities who have taught in the state of Virginia for three years on a first grade certificate. A first grade license entitles the holder to teach for three years, at the end of this time it may be renewed for two years more. The second grade is good for two years, third grade one. Those who have been teaching under a first grade certificate may, by taking the prescribed examination, receive from the county superintendent a professional license good for seven years.

As in her sister state, West Virginia elects her state superintendent, and gives him a salary of \$3,000 with \$500 for expenses. A college diploma or a certificate or recommendation prevents the necessity of an examination in this state. The first grade certificate is issued for five years to all who obtain an average of 90 per cent., with not less than 75 in any subject. The second grade average is 80, with not lower than 70 in any study. It

good for three years. The third grade average is 70, and not lower than 60, good for one year. If any teacher fails to attend a county institute without sufficient excuse, she is disqualified for teaching during that year.

In addition to the above grade certificates, the state board of examiners in this state is authorized to issue two other grades of certificates. Those of the first class are valid for twelve years, those of the second class for six years. The second class certificates are granted to graduates of the state normal school, state university, and the Peabody normal college of Tennessee, and other schools in the state approved by the board. This is on condition that the applicants have successfully taught three years in the state under a No. 1 county license. Once this second-class certificate is secured, and the holder has taught four years under it, he is then entitled to a first-class certificate.

Of the state superintendents in the fourteen southern states enumerated above, two are appointed by the governors, and eleven are elected by the people. One state does not have a superintendent, the schools being supervised altogether by a board of education. One state out of the fourteen mentions a provision for teachers pensions.

Canada's School Question Settled.

For the past ten years Canada has been dealing with the question of religious instruction in the schools. Since the admission of Manitoba the trouble has increased until recently, when a compromise was effected.

In reviewing the controversy which led up to the present compromise, the *Toronto Globe* says:

"With strong convictions, political, religious, racial, on either side, settlement could not have been secured on any other basis." The extremists of one side stood for schools in which religious instruction, as such, should have no place. The extremists of the other side stood for separate and distinct sectarian schools in which religious doctrine should be taught and religious duties observed. Scotch and English Protestantism was arrayed against French-Canadian Roman Catholicism. Another faction stood midway and declared for full provincial autonomy in the matter. Ambiguities in the British North America act and in the Northwest Territories act made it possible for each to stand immovably upon an interpretation of Canada's equivalent for a constitution.

"As the matter is decided for the new provinces, there will be in all schools a uniform curriculum, uniform text-books, uniform teachers' certificates, and uniform inspection. In no way whatever is there to be ecclesiastical control, Protestant or Catholic, nor can there be any endowment of sectarian schools out of the public funds. School trustees, corresponding to the school boards and school committees of the United States, elected by the rate payers under the operation of the electoral laws of the provinces, will control the schools under ordinances provided by the provincial legislatures. In all schools maintained from the public fund, instruction will be secular excepting that of the last half hour of each school day. That time will be devoted to religious instruction, the nature of which, whether Protestant or Catholic, will be determined for each school by the trustees, in accordance with the views of the majority of parents whose children are in attendance. We infer from the matter at hand that attendance during this half hour is not made compulsory if the nature of the instruction is contrary to the views of the parents; that is, a Protestant child will not be compelled to receive Catholic instruction, and vice versa.

"Commenting on this matter early in March, we called attention to the desirability of full and unrestricted provincial autonomy by which Quebec, with its overwhelming Roman Catholic population, might establish a school system in accordance with the desire of its people, and by which the new provinces, heavily Protestant, would be equally free to adopt such a system as would be acceptable to their people. Just as neither Massachusetts nor New Jersey has any voice in the school systems of Illinois or Nebraska, so it seems better that Alberta and Saskatchewan should be free from any control or influence from Quebec or Ontario provinces. This course has proved impossible, and Canada has undoubtedly worked out the best possible of compromises, and has reached a decision on a matter of extreme delicacy with the minimum of bitterness."

The point of greatest importance perhaps is the fact that our neighbor stands well up in the matter of education. She has 21,000 public schools, and 31,000 teachers. Her annual expenditure for public instruction exceeds \$12,000,000. She has seventeen universities and fifty-three colleges, and 70 per cent. of all her people are able to read. The compromise effected for the new provinces will amply safeguard a region which will soon be to Canada what our own West has been to the United States.

What the Japanese Read.

The librarian of the Imperial Library at Tokio gives us an idea of the literary tastes of the Japanese in a report recently published and reviewed by *The World*:

"While 12,486 works relating to theology and religion, or only 1.6 per cent. of the total number of books in the library, were asked for, according to the records of the past year, there were demanded by readers 166,677 volumes, or 21.6 per cent. classified under the head of mathematics, science, and medicine. Works on literature and language, to the number of 152,711—that is, 20 per cent—were asked for, while 18 per cent. of the applications were for books on history and geography. Works of art, industries, engineering, military and naval science figure prominently on the list of additions made in recent years to the shelves of the Imperial library."

Baby's Instinct.

SHOWS HE KNEW WHAT FOOD TO STICK TO.

Forwarding a photo of a splendidly handsome and healthy young boy, a happy mother writes from an Ohio town:

"The enclosed picture shows my 4 year old Grape-Nuts boy.

"Since he was 2 years old he has eaten nothing but Grape-Nuts. He demands and gets this food three times a day. This may seem rather unusual, but he does not care for anything else after he has eaten his Grape-Nuts, which he uses with milk or cream, and then he is through with his meal. Even on Thanksgiving Day he refused turkey and all the good things that make up that great dinner, and ate his dish of Grape-Nuts and cream with the best results and none of the evils that the other foolish members of the family experienced.

"He is never sick, has a beautiful complexion, and is considered a very handsome boy. May the Postum Company prosper and long continue to furnish their wholesome food!" Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Wellville," in every pkg.

The Educational Outlook

The study of English is compulsory in the Japanese schools. Four years are devoted to its study and every common school graduate can read English and speak it to some extent.

Hutchinson, Kan., has increased the salaries of her teachers about 10 per cent. New teachers get \$40; experienced teachers \$47.50, and \$2.50 is added each year to those re-employed until \$52.50 is reached. The high school teachers receive from \$60 to \$100 per month.

Nebraska is to have several new schools the coming year. Besides several rural schools, the following cities will have new buildings: Edgar, Fairfield, Spencer, St. Edward, Havelock, Emerson, Ashland, Greenwood, Brock, Holdridge, and Bancroft.

The educational campaign will continue in West Virginia during September and October. State Superintendent Miller has succeeded in securing Mr. C. E. Miller, county superintendent of Sigourney county, Iowa, Sept. 3-16, and O. J. Kern, county superintendent of Winnebago county, Ill., Oct. 1-15. The work will be conducted in the rural districts.

In France a few educators are urging the use of the phonograph as an auxiliary to instruction in the schools, especially in the teaching of modern languages.

The school officials of Germany have a unique and effective system of stimulating the boys in schools to maintain a certain standard in their classes. If a boy does not secure the required certificate, he is compelled to serve two years in military service instead of one.

Marietta, (Ohio), college has secured a gift from Mr. Carnegie amounting to \$40,000. The usual provision that the college raise a similar sum goes with the gift. The money will be used for a new library building, a dormitory, and other improvements.

For the third time since Superintendent Rayman took charge of the schools of East Liverpool, O., the salaries of the teachers have been increased. The maximum is now \$60, and high school teachers receive \$90.

The Lincoln Memorial university, situated at Cumberland Gap, Tenn., is to be merged with the Tennessee medical college of Knoxville.

Mayor-General O. O. Howard, president of the board of directors, presided at the meeting recently held in New York city, when the above action was taken.

Ever since its foundation in 1897, Lincoln Memorial university has been doing excellent work for the poor and uneducated young men and women of the Tennessee mountains. There are now 425 students enrolled. A small tuition fee is charged.

Deaf Mutes Seek Schools For All.

At the recent annual convention of the New York State Deaf Mutes' Association, held in Elmira, the delegates adopted the following resolutions:

Whereas, It is the inalienable right of every child in New York state to be educated at the public expense, and

Whereas, In the case of hearing children no discrimination is made, and no degrading admission is exacted as a pre-

There are many important uses for antikamnia tablets. Everybody who is out in the sun should take antikamnia tablet at breakfast and avoid entirely that demoralizing headache which frequently mars the pleasure of an outing. This applies equally to women on shopping tours and especially to those who invariably come home cross and out of sorts, with a wretched "sightseers' headache."—*The Chaperone.*

requisite to the privilege of obtaining a free education in the public schools; therefore

Resolved, That the Empire State Association, in convention assembled, denounces as unconstitutional, unstatutory and un-American, the spirit and effort which seeks, by inuendo, to pauperize the deaf by requiring a declaration of indigency as the price of obtaining the nestimable boon of a free education. And further

Resolved, That a transcript of the foregoing preamble and resolution be sent to James H. Tully, commissioner of charities in New York city, and also to corporation counsel Delany.

New President of Texas University.

GALVESTON, Texas.—Professor David Franklin Houston, for the past three years president of the Agricultural and Mechanical college of Texas, was on August 15, elected president of the Texas state university, succeeding Wm. L. Prather, who died suddenly on July 25.

President Houston is a native of North Carolina, and is 39 years of age. He was graduated from South Carolina college in 1887. In 1888 he was superintendent of the schools at Spartanburg, S. C. The three following years he spent in Harvard doing graduate work in political science and government. In 1892 he received the degree of Master of Arts from Harvard. In 1894 he was appointed adjunct professor of political science in the University of Texas, was promoted to an associate professorship in 1897, and in 1899 became full professor and was made dean of the main department of the university.

He has made a number of contributions to the leading magazines on subjects having to deal with his specialty. He has also published in book form "A Critical Study of Nullification in South Carolina," and edited the "Secession Papers" for the Old South Leaflets. He has a clear vigorous style as a writer. He is a man

of fine physique and a great admirer of all outdoor athletic sports.

E. G. L.

School Improvements by Law.

The following bill recently passed by the South Dakota legislature has been signed by Governor Elrod and is now a law:

Section 1. It is hereby made the duty of the officers of every school district in the state of South Dakota to plant trees and shrubs upon the grounds of each school-house in their district and to encourage the school children to plant such trees and shrubs and to cultivate and protect the same.

Section 2. Where stock is permitted to run at large, it is hereby made the duty of the school officers in every district in South Dakota to cause to be erected about the grounds of every school house in each district a substantial fence sufficient to protect the trees upon the school-house grounds from destruction by live stock, and such fence shall be provided with convenient gates or stiles.

The Stage Coach Tips Over.

There have been several changes made among the Nebraska superintendents during the summer. *The Nebraska Teacher* gives them as follows:

Supt. E. B. Sherman goes to Columbus, a school employing 22 teachers. Supt. R. H. Graham is promoted from West Point to Wymore. Supt. C. M. Barr goes to Wahoo to succeed Prof. J. W. Searson. Supt. R. M. Campbell is advanced to West Point, and W. C. Green succeeds him at Humphrey. C. C. Danforth returns to Tecumseh as superintendent, and is succeeded at Sidney by W. R. Pate of Grafton. L. P. Sornson goes to Neligh, and M. S. Pate to Grafton. J. C. Orr of North Platte takes Mr. Sherman's place at Schuyler. E. C. Abbott from Kansas goes to Long Pine, H. R. H. Williams to Bradshaw, C. L. Cone to Liberty, F. L. McNoun to Rushville, and A. Crago to Tobias. L. F. Grandy goes from Belgrade to Hampton.

Educational New England.

The Worcester Polytechnic Institute has established a new chair of instruction in its engineering department, under the head of electric railroad engineering. This information was given out in connection with the appointment of Albert Sutton Richey of Indianapolis, Ind., as assistant professor of railroad engineering. Prof. H. B. Smith is at the head of the department.

Maine Improvement League

The report of the state superintendent, W. W. Stetson, Maine, for 1904, contains an interesting chapter on the work being accomplished by the School Improvement League of that state. Previous reports of its work have brought to light the fact that active leagues are in operation in more than ninety per cent. of the towns and cities; that more than one thousand teachers are actively engaged in promoting the objects of the League, and that some fifty thousand school children are now enlisted to serve in its cause. Nearly a hundred thousand volumes of good books have been added to school libraries, five thousand trees planted, five hundred casts purchased, and about seven thousand pictures placed on the walls of school-rooms.

During the year 1904 the League rapidly extended its work. In order to show the scope of its efforts a few typical cases are given here.

The conditions in a certain rural school, before the organization of the League,

were as follows: The school-house was of the poorer type of rural schools, built probably fifty or more years ago. It occupied a position near the road, but had a good sized lot, the value of which was decreased by the fact that the greater part of its area was a swamp. As for the school-room itself, it had a sloping floor, home-made desks, and benches, little windows near the ceiling. It was equipped materially in proportion to its condition. The teacher's desk was a rickety table, and there was no tools with which to work except the text-books furnished by the town, a small blackboard, and a reading chart.

A visit to the same school four years later showed a flag crowned school-house

Catarrh

Whether it is of the nose, throat, stomach, bowels, or more delicate organs, catarrh is always debilitating and should never fail of attention.

It is a discharge from the mucous membrane when kept in a state of inflammation by an impure, commonly scrofulous, condition of the blood.

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Cures all forms of catarrh, radically and permanently—it removes the cause and overcomes all the effects. Get Hood's

resplendent in a new coat of paint. A bank wall had been built and the space intervening between it and the school-house had been filled in, at once abolishing the swamp and furnishing a playground. The school-room had been replastered and tinted and suitable provision for blackboards had been made. Modern desks occupied the places of the old ones. Several framed pictures hung on the walls. In one corner some bookshelves had been built and these held one of the state traveling libraries, together with a few standard books furnished by the League. An organ occupied another corner of the room. The teacher had a new desk, and several maps and a globe indicated increased possibilities of teaching. One is not surprised to know that this League has forty adult members besides its twelve pupil members and that it holds meetings every two weeks thruout the year. Of the improvements noted, the new desks and important repairs on the building had been provided by the town, as a result of the efforts made by the League. The other improvements were the direct work of the League.

It is not necessary to give in full the other cases cited in the report. They cover all manner of school improvement work in small country high schools, in ungraded schools, in schools located in the larger villages and towns; in its efforts to establish literary centers, and to improve the general tone of culture and zeal for education in all parts of the state.

The report closes with the following declaration: "To the promotion of a more beautiful school-house, a better equipped and a more useful school-house and to the fostering of a closer harmony between the school and the home the School Improvement League of Maine stands committed."

Religious Training in Public School.

The Diocesan Convention of Massachusetts met in Boston on May 24 last. During the business meeting, after hearing the report of the Commission on Religious Education in the Public Schools, it was resolved that a commission on religious and moral training in the public schools be appointed by the president of the convention, which should confer with

representatives of other religious bodies to consider the wisdom and possibility of preparing a graded series on Bible readings, for use in schools, or to make such

other plans as in their judgment would tend to improvement in the religious and moral training of our children in our public schools.

Recent Deaths

Mrs. Mary Mapes Dodge, author of many children's stories, and editor of *St. Nicholas Magazine* since its foundation, died in her summer cottage at Onteora Park, N. Y., Aug. 21. Mrs. Dodge was born in 1831. She was the daughter of Prof. James J. Mapes, and her life was spent in a literary atmosphere. She was married early in life to William Dodge, whose sudden death left her with two sons to bring up.

"Hans Brinker; or the Silver Skates" is perhaps her most popular book. It has been translated into several European languages, the French version being awarded a prize by the French academy. "Donald and Dorothy" is almost equally popular in this country. It ranks next to "Little Women" in the hearts of generation after generation of growing girls, and it shares with "Hans Brinker" the honor of requiring a new edition every year or so.

The Rev. Dr. George Edward Day, professor emeritus of Hebrew at Yale Divinity School, died at his home in New Haven, July 2. Dr. Day was born at Pittsfield, Mass., March 19, 1815, and was the second oldest graduate of Yale. His ripe scholarship attracted wide attention and he was selected as one of the committee of theologians who revised the Old and New Testaments. He was also a contributor to Smith's Bible Dictionary and other religious works. During the last years of his life he kept in close touch with the Divinity school, and his advice and counsel were eagerly sought after by the students.

Prof. Marcius Willson, author of a number of school books, died at Vine-land N. J., July 2, at the age of ninety-two years. Professor Willson was born at West Stockbridge, Mass., and was graduated from Union college in 1836. After teaching school for a few years he studied law, being admitted to the bar in 1841. From 1849 to 1853 he was president of the Canandaigua academy. In 1861 he was offered the presidency of Vassar college, but he declined, to

continue his literary work. This work consisted chiefly of the writing of textbooks on drawing, political economy and history. A series of readings of which he was the author were in use for forty years.

William Lambdin Prather, president of the University of Texas, died suddenly at his home in Austin, on July 23.

Dr. Prather was fifty-seven years of age, and a native of Tennessee. When six years of age his parents moved to Texas, where he received his education, being graduated from Washington and Lee University while Robert E. Lee was its president. He was one of two students selected to act as pallbearers at Lee's funeral.

After graduation Dr. Prather entered upon the study of law, and soon became known as a brilliant lawyer and powerful orator. In 1900 he received the degree of LL. D. from Washington and Lee University, and in 1901 was honored in a similar manner by the University of Pennsylvania.

In 1887 he became identified with the University of Texas as regent. He held this office until 1899, when he was made chairman of the board of regents, and president of the university. During the year 1903-4, he was vice-president of the N. E. A.

Captain Lyman Hall, president of the Georgia School of Technology, at Atlanta, died August 17, at Danville, N. Y. His death was the result of nervous prostration, brought on by overwork. President Hall was graduated from West Point academy in 1881, coming to the School of Technology seven years later. He was forty-five years of age.

Bishop R. K. Hargrove, of the Methodist Episcopal Church, South, died at his home in Nashville, Tenn., Aug. 3. He was born in Alabama, Sept. 17, 1829, and was a graduate of the University of Alabama. In 1889 Dr. Hargrove was elected president of Vanderbilt university, and served in that capacity until last spring.

Spalding's Principles of Rhetoric

PUBLISHED JULY, 1905

The Keynote of this new Rhetoric is common sense applied to secure the facile and masterly use of English written and spoken. It is characterized by a definiteness in method of treatment which is refreshing, and which will make clear to the pupil what he is to do and how he is to do it—a long step toward satisfactory results. The book is a direct aid in preparation for college by utilizing the college requirements among its exercises. While clear and concise, this Rhetoric has sufficient breadth and flexibility for all secondary school courses. It is eminently teachable and is complete in itself without manual, key, or aid of any sort.

Cloth. 283 pages. 90 cents

Dr. Charles H. Levermore, President of Adelphi College: "Much material is condensed into the book, and it is practical. The enthusiasm of its author shines into and through the printed work."

Franklin W. Hooper, Brooklyn Inst. of Arts and Sciences, Brooklyn, N. Y.: "I have examined the book and read portions of it carefully. My judgment of it is that it is a very excellent and practical text-book by a very excellent and practical teacher."

George E. Dawson, Professor of History of Education, Mt. Holyoke College: "Mrs. Spalding's Principles of Rhetoric reveals the art of good writing through those who have written well with a skill of selection I have observed in no other book."

C. L. G. Scales, Head of Dept. of English, State Normal and Training School, Oswego, N. Y.: "I have received Spalding's Rhetoric. The book seems to me to be not only original itself, but so suggestive as to be sure to develop in the pupils who use it that same originality at least in some degree."

We invite correspondence

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In and Around New York City.

It is estimated that the budget of the board of education for the next year will reach \$25,000,000. This is an increase of \$3,000,000 over the sum available for 1905.

The work of the vacation schools this year has been a decided improvement over former efforts. The number of applicants outnumbered the accommodations, nearly 50 per cent. of the pupils being placed on part time.

For some time the committee on studies and text-books has been considering the advisability of recommending that the departmental system of teaching be made obligatory in all the schools of the city. The system has been given a trial in many of the schools, and its advocates declare that it is a decided improvement over the one-teacher method.

The comptroller of New York city has ordered an investigation of the work of the board of education. His purpose is to secure such information as will enable the board of estimates to determine how large they shall make the appropriation for the school year of 1906. Such an investigation last year resulted in severe criticism against the board of education from the finance department of the city.

For the first time the board of education will issue certificates of award to pupils in the vacation schools, for regular attendance. Pupils who have not been absent more than five days during the school term will be entitled to the certificates, signed by the principals.

The little Italian boys and girls living in the neighborhoods of King and Mott streets have been diligent pupils in the summer vacation schools. The boys go in for carpentry, woodworking, basketry, or chair caning. The girls naturally prefer millinery, dressmaking, and the household arts.

The superintendents recently recommended the erection of a new building for its New York training school for teachers. After careful consideration the building committee has decided to refuse this request, on the ground that the high schools have already been provided for with more liberality than the elementary schools. Hereafter the latter schools will be given the preference.

The board of education will, as usual, be hampered this year by lack of funds. The charter provides that the board shall receive three mills on every dollar of assessed valuation, for the general school fund. According to the figures of the tax commissioners for 1905 there will be but a slight increase over last year's appropriation, which was insufficient for the needs of the board.

The board of estimate might come to the rescue of the board of education if it so desired, but it does not seem to be inclined to do so.

This predicament was foreseen last year, and an attempt was made to induce the board of education to seek an amendment to the charter which would base the minimum appropriation upon the school attendance and not upon property valuation. The board did not do this and hence present conditions.

Superintendent of Buildings Snyder is demanding fast work on the part of contractors engaged in the construction of the new school buildings. When a contractor is not making the necessary progress he is brought before the committee and must give satisfactory reasons for the delay. If such reasons are not forthcoming, the contracts are immediately re-let.

The board of education made a ten-strike with the mothers and babies of the crowded east side when it opened playgrounds for their use in connection with the summer schools. There are five of these in Manhattan and Brooklyn. Every afternoon hundreds of little tots play at will, while hot and weary mothers watch over them as they talk or sew in the cool school-rooms.

The summer school of New York university closed Aug. 17, after a session of six weeks. Students were enrolled from twenty-five states and territories, a large number coming from the South. The number of pupils this year was 50 per cent. larger than any previous summer, being 290 in all.

It costs more to send a girl to one of the exclusive private schools in New York city than it takes to support an average New York family during the same period of time. The simple board and tuition is from \$1,000 to \$1,500 a year. In addition, such expenses as

piano hire, opera and theater tickets, carriage rides, shopping chaperons, gymnasium instruction, etc., must be met.

The National Academy of Design, situated at Amsterdam avenue and One Hundred and Ninth street, will conduct examinations for admission during the week of Sept. 25 and Jan. 29.

Every applicant will be required to make a drawing from the antique. Any who for sufficient reasons are unable to take the examination at the stated time may do so during the term upon application to the instructors.

Examination Averages.

The graduates of the Albany state normal school, who took the recent examinations for license No. 1, to teach in the New York elementary schools, received a higher average than any other institution represented. This is the first time in many years that the graduates of an outside institution have been so successful. The average rating was 78.26 per cent.

Among the local graduates, those of the Brooklyn training school obtained the next highest average, 77.20 per cent. The New York training school came third, with 76.68. The normal college was fourth, the average being 75.37 per cent.

The Teaching Voice.

A prominent public school inspector says that he has observed one almost infallible sign pointing to the excellent teacher. This is the quality and quantity of tone used in addressing pupils. So sure a test is this that, he says, the right sort of voice means certain promotion. Reasons for this are evident. An even, well-controlled voice of pleasing quality shows that the user of the voice has acquired self-control; and the self-controlled person is the one who can easily control others. Here, then, is a hint worth many dollars to hundreds of teachers: Cultivate your speaking voice, and try to have it indicate a corresponding control of your entire physical, mental, and spiritual organism. The effect of the cultivated voice is not merely to soothe, but also to charm; and no small part of its influence lies in the imitation which, unconsciously, it inspires.—*Pennsylvania School Journal*.

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With the Magazines.

No one who looks over the pages of *Harper's Magazine* for August can doubt for an instant that this periodical occupies a place in the very front rank of literary magazines. The names of the contributors of fiction and verse would confirm that opinion—Harriet Prescott Spofford, Elizabeth Stuart Phelps, George Edward Woodberry, Booth Tarkington, John Vance Cheney, Mary E. Wilkins Freeman, and others. A notable article, by Henry W. Nevins, with many illustrations, is on "The New Slave Trade." It relates to present conditions in Africa. There are many other valuable miscellaneous articles, and an unusual display of colored illustrations.

The beautiful cover design of *Scribner's* for August strongly attracts one's attention to the magazine and impels him to explore its contents. In this, the fiction number, there are short stories by Eleanor Stuart, Lucia Chamberlain, James B. Connolly, Carter Goodloe, Edward W. Townsend, Mary Bronson Hart, and George Schock, besides the continuation of "The House of Mirth," by Edith Wharton. Among the contributions other than fiction the one that will probably attract most attention is that by Richard Harding Davis on "The Passing of San Juan Hill." The illustrations are numerous and of high quality; exquisite is the proper term to use in regard to those in color.

One who wishes to keep informed in regard to mechanics and engineering misses much profitable matter if he does not read *The Technical World* constantly. Each month it brings a collection of articles of high quality, illustrated with an abundance of half-tone pictures. The principal ones in the August issue include "The Wasps of the Sea" (torpedo craft), by Crittenden Marriot; "How Artificial Ice is Made," by Oswald Gueth; "Art Industry of Terra-Cotta," by Ivan C. Waterbury, and "Early Days of the Portland Fair," by W. E. Brindley.

The Architects' and Builders' Magazine for August has an exhaustive article on "The Lewis and Clark Exposition," with many illustrations of buildings; also one describing that wonderful new theater, "The New York Hippodrome." The series on "The Country Club in America" and "Modern Plumbing" are continued.

The Rockefeller Gift to American Education.

As it now stands, this sum of \$10,000,000 belongs, not to Mr. Rockefeller, but to the cause of American education. Those who criticize it as in some manner not fit to be received for such ends, because of its original donor's connection with the Standard Oil Company, are not to be deprived of their right of opinion, yet they do not stand upon tenable ground. There is no more reason why Mr. Rockefeller's money should not be given to education thru the General Education Board than why it should not be given to the cause of public schools thru taxes levied against Mr. Rockefeller personally or against the widely distributed property of the corporations in which he is a stockholder. There should be no sense of obligation to the donor on the part of the educational institutions that receive gifts of money for their work. The only obligation that sensible and conscientious men can feel when money for schools or for benevolent work is placed in their hands is the obligation that rests upon them to use such money well in doing the work for which they have received it. Men who as trustees or other officers of a college think they receive a favor when they take money for the education of young Americans are of confused mind, and in some respects un-

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VIRGINIA to Pennsylvania via Syracuse may seem roundabout but it is after all direct. Miss Roxana E. Marsh of Lynchburg, Va., writes July 16, 1905: "I applied for the position at Weatherly, Pa., and have just accepted my election there. I have also received notice of your willingness to recommend me at Morgantown, W. Va., showing your determination to secure me a position at all hazards. I appreciate it more than I can say. Who would not be in an agency?" This is the second time we had placed a Virginia woman in a Pennsylvania school, and we should like to have a hundred Virginia teachers as desirable as Miss Marsh to send. The fact, in distance does not count much these days. On July 15, 1905, Sup't Gallup of Morgantown, W. Va., telegraphed us that two of our teachers were elected, and the week before Sup't Hartwell of Kalamazoo, Michigan, wrote us that he had engaged all four of the teachers we recommended for four places. Yankton, South Dakota, has employed 23 teachers through this agency, and Pueblo, Colorado, nearly as many. There is not a state in the Union, or a territory except Alaska, where our teachers are not employed, from California to PENNSYLVANIA

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equal to their responsibilities.—From
"The Progress of the World," in the
American Monthly Review of Reviews for
August.

Forest Schools for Children.

It is reported from Berlin that the
"forest school" experiments in the cities
of Germany have proved highly success-
ful. These institutions are maintained
chiefly by philanthropists, but the munici-
palities also contribute a large share to
the "forest fund."

Buildings have been erected in the
pine forests and there hundreds of chil-
dren, all weakly and in need of fresh air,
between the ages of six and fourteen,
are taught; the girls to raise flowers and
vegetables and the boys in tilling the
soil and building.

A feature of the experiment is the
kitchen arrangements, which are under
the charge of a Red Cross nurse. Each
child has one litre of milk per day, and
the meals are breakfast, luncheon, dinner,
and supper. Wholesome and simple food
is provided in ample quantities.

The school will remain in the forest
until October.—*Maxwell's Talisman.*

Eggs That Won't Roll Off.

W. L. Finley, the new naturalist pho-
tographer, writes in the *Country Cal-
endar* for July of his experience on Three
Arch Rocks, off the Oregon coast, as fol-
lows:

"By far the commonest birds on the
rocks are the California murres. They
nest up and down the sides of the cliff,
wherever the ragged rock furnishes the
footing. There is not the least sign of
a nest, but the single egg is deposited
wherever there is a niche to keep it from
dropping into the sea. The peculiar top-
shape of the murre's egg is a unique de-
vice to keep it from rolling. The prac-
tical value of this can be seen every day
on the sloping ledges. We tried several
experiments with these eggs, and found
they were of such taper that not one
rolled over the edge. When they were
started down grade, they did not roll
straight, but swung around like a top
and came to a standstill four or five
inches down. The eggs were tough-
shelled, and a sharp push sent one only
about nine inches before it whirled
around on its vertical axis."

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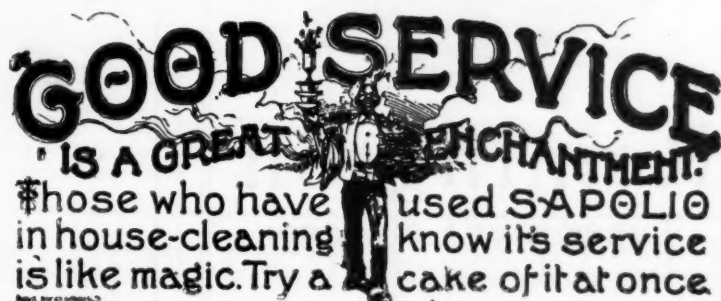
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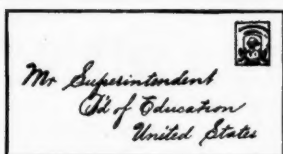
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The Americanization of Paris	Alexander Hume For
Summer in Winter	Minot J. Savage
Where Blue Met Grey—Poem	Thomas C. Harbaugh
Some Animal Models	Julia D. Conies
Where Every Prospect Pleases	Kirk Munroe
New England Witchcraft	M. Imlay Taylor
Time Defying Temples	Allen Day
New York From an Air Ship	Bertha Smith
A King on American Soil	T. D. MacGregor
New Zealand	T. E. Donne
The Limited Express—Poem	Nixon Waterman
Tent-life	Sir Edwin Arnold
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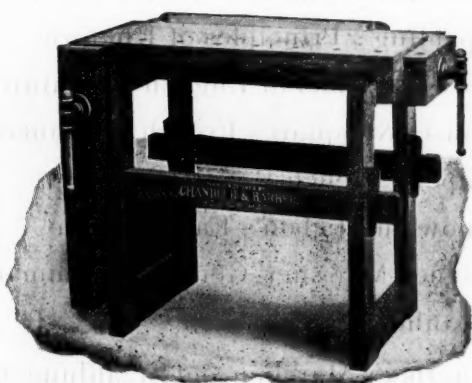
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